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ABSTRACT

GRADES OR AGES: Grades K-12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The subject matter is divided into the following five themes: 1) Man develops within his physical and cultural environment. 2) Man functions within an interdependent society. 3) Man seeks justice and order. 4) Man experiences conflict and change. 5) Man strives for economic literacy. Each theme is taught on five levels: 1) grades k-2; 2) grades 3-5; 3) grades 6-8; 4) grades 9-10; and 5) grades 11-12. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: Fifteen major objectives for the program are set out in the introductory material. There is also a section explaining how to write effective behavioral objectives. No details of activities are included. INSTRUCTIONAL MATERIALS: No details of bibliographic or other resource materials are included. STUDENT ASSESSMENT: There is a short section explaining the purpose of evaluation and appendix A gives a detailed guide to analysis and grade placement. (MBM)

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STATE DEPARTMENT OF PUBLIC INSTRUCTION

DOVER, DELAWARE

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E X E M P L A R

A MODEL FOR SOCIAL STUDIES CURRICULUM DEVELOPMENT IN DELAWARE

K-12

(Rough Draft)

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FOREWORD

This guide has been developed as a result of the metamorphosis of a previously static social studies curriculum. In the past few years many new and innovative projects have been funded by federal, state, local and private funds. As a result, the social studies curriculum has been subjected to modification in teaching strategies and curriculum organization.

In addition, new and innovative multi-learning resources have emerged from the many social studies projects. We are in the age of the so-called "New Social Studies". It is our aim to acquaint social studies teachers and curriculum developers with the new ideas and to encourage a revamping of the present curriculum.

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RATIONALE

"Tell it like it is". This more than any other expression seems to reflect the thinking behind our current social revolution. As our young people are exposed to the radiation from the knowledge explosion they envision a world that is out of focus. Many conclude that reality has been hidden from them by a generation trying to forget or ignore the disruptive social, economic and political events of the past. Because of these factors and the unique contributions of the social sciences, a social studies framework must first place emphasis on the individual. The individual must derive from the social studies skills, knowledge and behavior that essentially need to be transferable and must find applicability in this changing world. Greater stress must be placed on the identification and justification of values and attitudes that are fundamental to our society.

A recent survey of the status of social studies in the public schools of Delaware completed by Dr. Randall L. Broyles [1] reflects (1) lack of structure and organization on the part of the teachers with respect to the formulation of objectives and guidelines for selection of content; (2) the dependence on textbooks as a cause for minimal attention to formulation of a social st philosophy and the establishment of discernible objectives; (3) lack of ılum oriented personnel; (4) minimal and unimaginative efforts to provide for individual differences; (5) predominance of question and answer, discussion type of recitation with focus on the textbook and (6) primary emphasis in evaluation was to determine the accumulation of factual knowledge.

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[1] Broyles, Randall L. THE UNDERLYING FACTORS THAT HAVE CONTRIBUTED TO THE FORMULATION OF GUIDELINES FOR THE DEVELOPMENT OF SCOPE AND SEQUENCE OF SOCIAL STUDIES IN GRADES ONE THROUGH TWELVE OF THE PUBLIC SCHOOLS OF DELAWARE, Doctoral Dissertation, American University, Copyright 1968.

Future curriculum must be structured in such a way as to develop at an early age the sort of mind that can understand the processes of inquiry, validate a generalization and justify a value.

All the social science disciplines are necessary to explain social phenomena and therefore should be given equal emphasis. Youth must perceive the responsibilities of citizenship as well as the guaranteed rights. They need to be given the opportunity to examine the failures as well as the successes of our society in order to be adequately prepared to recognize the biased criticisms of man's decisions and actions.

Since every individual needs to identify his background as one of worth and dignity, a revitalized curriculum must give credit to <u>all</u> people for their contribution to the development of this nation and to civilization.

TEACHING SOCIAL STUDIES
AND
DEVELOPING CURRICULUM

Intellectual processes must provide experiences in the development of critical and creative thinking. The necessary skills for effectively examining and using a variety of resources are essential to the learning process and must be developed. Pupils must develop the facility to distinguish between fact, opinion and value judgment and recognize the role of each in the learning situation. Learning does not occur unless some change takes place in the mind of the pupil, either some new concept has been developed or a previously learned concept has been reinforced or extended.

> To provide youngsters with patterned answers and to tell them what to believe no longer meets the needs of Social Studies Education in a democratic society.

The social studies curriculum must be concerned with the nature of intellectual processes - skills, strategies, inductive and deductive reasoning, and critical analysis - that conveys a change from the traditional educational pattern or rigid subject matter coverage. Increased emphasis must be directed toward understanding of background and individual differences as well as the effectiveness of what is being taught through systematic evaluation and revision.

The establishment of a firm base for the processes of the aforementioned can be realized through:

-- Providing a learning environment in accord with the learner and the knowledge of how children learn.

-- Progressing from the familiar to the less familiar - the unknown - in an orderly and structured sequence.

-- Utilizing resources from the social sciences and other contributing disciplines to assure a broad and flexible framework of reference.

> The contemporary teacher-dominated classroom must become a student-centered laboratory in which there is management of learning.

The active involvement of youngsters is the vital key to a viable social studies curriculum. Curricular designs for the social studies are not structured by an elite group or by any single group of individuals, but require the contributions of teachers, students, principals, supervisors and curriculum specialists in the State of Delaware. This proposed social studies curriculum guide represents a current effort to develop a modern instructional program. It designates the challenge for all to modify their approaches and provide the motivation for action and contribution and not passive or negative inactivity.

Following the publication of these guidelines, continuous curricular revision should develop within this suggested framework:

1. By modifying the present social studies programs.
2. By presenting ideas, units of instruction, and revisions which may be compiled to improve upon the proposed guide.

3. By providing opportunities for social studies teachers to become curriculum oriented.
4. By encouraging local experimentation to test and evaluate resource units and other recommended materials.
5. By forming concepts within a structured framework to expand the approaches for the formulation of generalizations set forth in this guide.
6. By utilizing concepts and generalizations being constructed by the various research projects and curriculum studies.
7. By creating a climate for change by providing reassigned time for in-service education and workshops.
8. By establishing district curriculum committees to select content which will provide depth for the continuing development of an articulated conceptual framework.

CONCEPTS AND GENERALIZATIONS

Social studies teachers serve as catalysts in learning experiences and guide youngsters to an improved understanding of a dynamic world. Such a responsibility necessitates constant application of intellectual processes. These processes contribute to the formation of concepts that are directed toward the formulation and refinement of generalizations.

Man is characterized by his ability to communicate through symbolic labels designated as words. Words used without understanding are in effect verbalism and require rote memory for any degree of retention. This applies equally to isolated facts, dates and expressions that are presented outside of a conceptual framework. Any understanding of the expressed and implied meanings of these symbols represents the first stage in the formation of concepts.

Concept formation is an extremely important aspect of human learning. The acquisition of concepts serves to simplify an understanding of otherwise complex world. Concepts provide us with a reasonable basis for perceiving and interpreting our environment and behavior. Therefore, concept formation becomes a critical process.

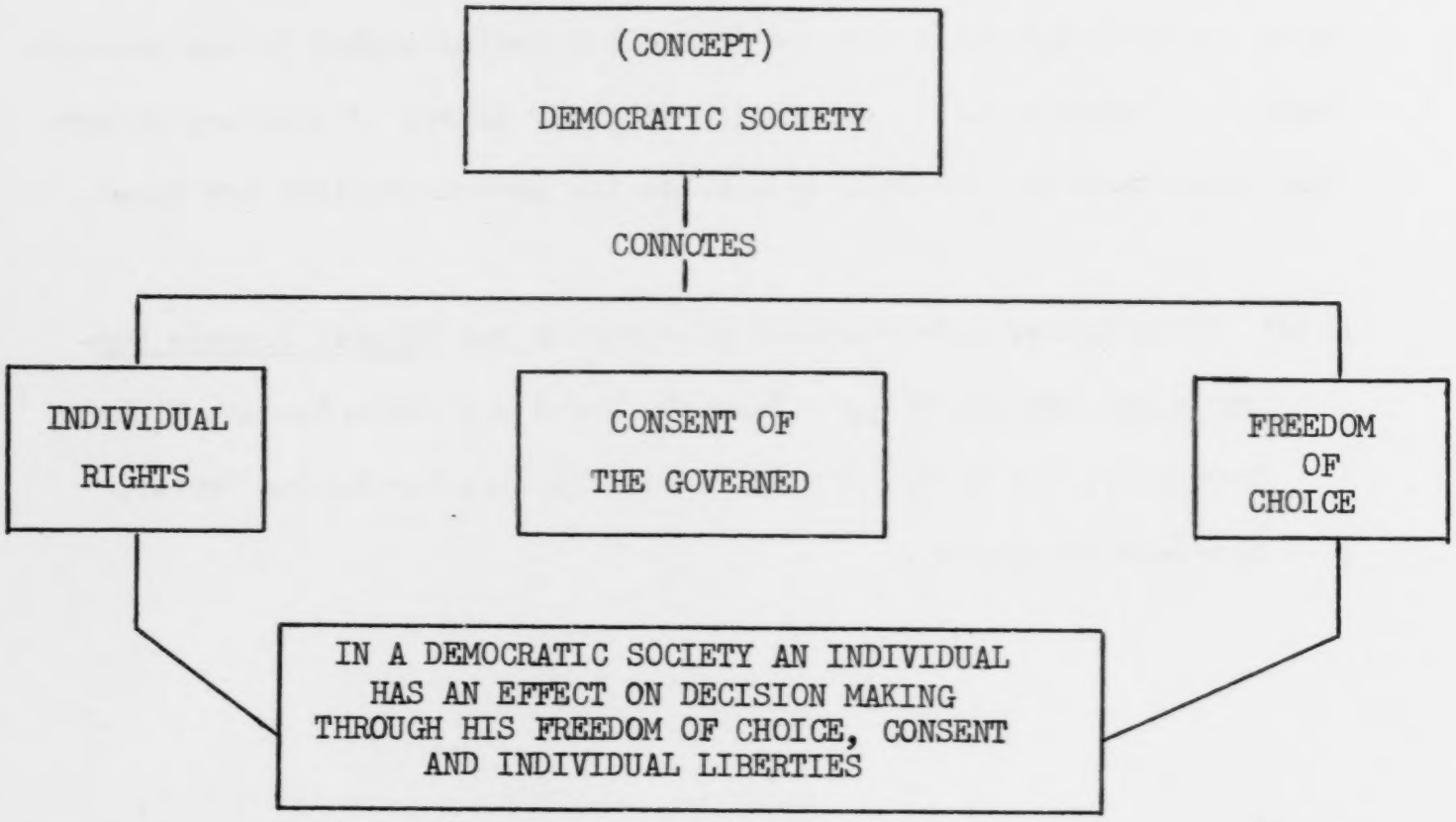
When social studies concepts are used, the connotative level of meaning must be understood before individuals can completely grasp the full meaning of a concept. In developing the concept of an ideal democratic society, for example, students must learn to differentiate a democratic society from other forms of society. Students can test the validity of several statements relative to a democratic society to enlarge their concept.

Examples:

(1) A democratic society connotes a social organization where individual rights are exercised.

(2) A democratic society connotes a social organization where consent of the governed prevails.

(3) A democratic society connotes a social organization where freedom of choice is exercised.


(CONCEPT)
DEMOCRATIC SOCIETY
CONNOTES
INDIVIDUAL RIGHTS
CONSENT OF THE GOVERNED
FREEDOM OF CHOICE
IN A DEMOCRATIC SOCIETY AN INDIVIDUAL HAS AN EFFECT ON DECISION MAKING THROUGH HIS FREEDOM OF CHOICE, CONSENT AND INDIVIDUAL LIBERTIES

GENERALIZATION

GENERALIZATIONS:

A generalization is a statement or theory which describes some relationship between or among concepts. It involves the statement of some principle that has wide application. A statement referring to only one event, region or period is not a generalization. Generalizations are more complex than concepts, since the learner must understand the concepts involved before he can see the relationships between or among them.

Example of a generalization:

"Modern technology and specialization necessitates interdependence within a nation as well as among nations". [2]

This generalization does have wide applicability in that two or more ideas or concepts are expressed. The concepts are technology, specialization and interdependence. The learner must, therefore, understand the above concepts before he can see the relationships stated in the generalization. Students cannot generalize with any degree of accuracy unless they understand the concepts upon which the generalizations are based.

Note: For a better understanding of concepts see "Social Science Concepts and the Classroom", Fawcett, Verna S.; Johns, Eunice; Hickman, Warren L.; and Price, Roy A., Social Studies Curriculum Center, Syracuse University.

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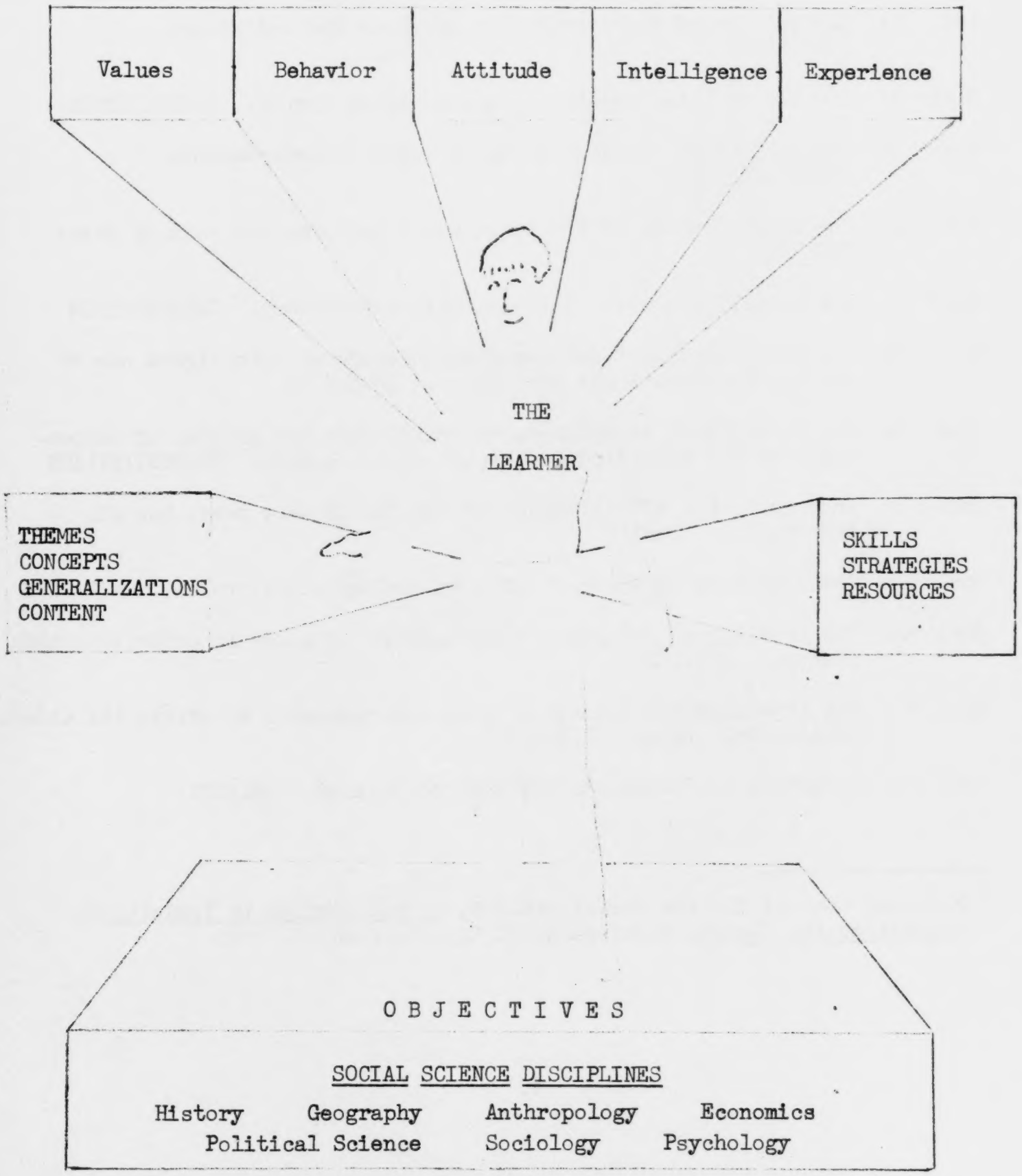
[2] Social Science Concepts and the Classroom, Verna S. Fawcett et al, Social Studies Curriculum Center, Syracuse University, Syracuse, New York, 1969.

THE SOCIAL STUDIES LEARNING PROCESS

The individual learner enters the classroom influenced by his past experience and intelligence. Already he possesses a set of attitudes, values and behaviors which will either be reinforced or changed as he arrives at new generalizations and develops new skills. The social science disciplines using the inquiry approach will provide a variety of learning experiences which will help the learner find answers to pertinent problems.

The learner by using this process should exhibit through his behavior an ability to reach decisions that make a positive contribution to society.



FIFTEEN GOALS FOR THE SOCIAL STUDIES

Every social studies program needs to be built upon well-defined goals. The National Council for the Social Studies has given considerable attention to this problem. The 15 goals follow, along with a key word to be used in identifying them. [3]

Goal 1: Recognition of the dignity and worth of the individual. INDIVIDUAL

Goal 2: The use of intelligence to improve human living. INTELLIGENCE

Goal 3: Recognition and understanding of world interdependence. INTERDEPENDENCE

Goal 4: The understanding of the major world cultures and culture areas. CULTURE

Goal 5: The intelligent uses of the natural environment. CONSERVATION

Goal 6: The vitalization of our democracy through an intelligent use of our public educational facilities. EDUCATION

Goal 7: The intelligent acceptance, by individuals and groups, of responsibility for achieving democratic social action. RESPONSIBILITY

Goal 8: Increasing the effectiveness of the family as a basic social institution. FAMILY

Goal 9: The effective development of moral and spiritual values. MORALITY

Goal 10: The intelligent and responsible sharing of power in order to attain justice. JUSTICE

Goal 11: The intelligent utilization of scarce resources to attain the widest general well-being. SCARCITY

Goal 12: Achievement of adequate horizons of loyalty. LOYALTY

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[3] National Council for the Social Studies, Social Studies in Transition: Guidelines for Change, Washington, D. C., The Council, 1965.

Fifteen Goals for the Social Studies, continued

Goal 13: Cooperation in the interest of peace and welfare. PEACE

Goal 14: Achieving a balance between social stability and social change. PROGRESS

Goal 15: Widening and deepening the ability to live more richly. SELF-REALIZATION

THE "NEW SOCIAL STUDIES" CONTRASTED TO THE TRADITIONAL

NEW	TRADITIONAL
1. All facts are related to the theory or structure of the discipline.	1. Facts taught for memorization.
2. Built around multi-learning resources	2. Built around a single text.
3. Concerned with concept development.	3. Concerned with ground covering.
4. Student encouraged to formulate generalizations.	4. Student memorized generalizations.
5. Student activity aimed towards a logical process of inquiry.	5. Student given answers to learn.
6. Student actively engaged in the process of proof.	6. Tendency to emphasize student acceptance of teacher-text statements.
7. Case studies for understanding the present.	7. Past blurred as background for the present.
8. Concern with learning strategies.	8. Concern with information built around content.
9. Interdisciplinary approach.	9. Single discipline oriented.
10. Strong emphasis on understanding human relationships.	10. Strong emphasis on factual learning.
11. Examination of values.	11. Inculcation of values.
12. Attempts to provide activities at the level of understanding of individual student.	12. Often failed to adjust to varying abilities of students.
13. Planned concept development important at earliest level of education process.	13. Sequential planning often not emphasized.
14. Attempts to state objectives in behavioral terms.	14. Objectives often vague.

1. <u>The "New Social Studies" asks that all facts be related to the theory or structure of the discipline; the traditional often presented facts for memorization</u>.

The "New Social Studies" questions the necessity of learning facts for facts' sake. It asks why a student should learn that Queen Elizabeth never married, why he should learn the Presidents of the United States in order, why he should learn the per capita income of Haiti, or the total annual fish catch in Japan. Such facts are not considered learnings in and of themselves, but tools for learning.

Recognizing that facts and information are prerequisite to good judgment, the "New Social Studies" presents facts within a theoretical understanding of concepts and theories within the discipline. Queen Elizabeth's marital status, for example, becomes more than an isolated fact when used to illustrate the role of leading personalities in the course of history.

2. <u>The "New Social Studies" uses multiple resources; the traditional tended to be built around a single text</u>.

It is generally agreed that it is difficult to give a student an adequate understanding of any social studies topic by using only one basic textbook. The text should be regarded as no more than an outline to start the class into extensive study.

The traditional textbook by its very nature tends to encourage the facts-for-facts sake orientation of many social studies teachers. Further, it tends to stifle the conflict, passion, tragedy, and triumph of man's endeavors into dull accounts of man's activities.

To promote student involvement, an enormous variety of materials is essential. Many publishers are coming out with books of primary sources: letters, diaries, speeches, and newspaper clippings. Many of these are

in the form of inexpensive paperbacks that facilitate selective purchasing and a multi-book approach. Such collections help provide opportunities for students to work with primary sources in building conclusions within the discipline or problem under study.

New educational films are being produced which do not attempt to use a kind of visual lecture method. There are also multitudes of tapes, filmstrips, phonograph records, posters, and transparencies now available. The student is not given all the answers. He must draw his own conclusions and arrive at his own generalizations. Pooling student conclusions from such an experience would provide positive learning experience for exciting class discussion. Every teacher should study the latest educational materials catalogs carefully to keep abreast of what might be available to enhance his program.

3. The "New Social Studies" is concerned with concept development; the traditional with ground covering.

Concepts can be meaningfully developed at every grade level. For example, the elementary level concept of man's interrelatedness within the community can be developed effectively through field trips, role playing, human resources, and by class participation in community activities.

Edwin Fenton has classified concepts into four groups.[4]

1. Analytical concepts; e.g., social class, nationalism
2. Procedural concepts; e.g., hypotheses, generalization
3. Historical-period concepts; e.g., Renaissance, Reconstruction
4. Historical-definition concepts; e.g., democracy, monarchy

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[4] Adapted from a paper given by Dr. Edwin Fenton at an NDEA Summer Institute for State Social Studies Supervisors, Carnegie Institute of Technology, June, 1967.

Such concepts along with analytical questions give social studies the tools for the process of inquiry. Finishing the text becomes less important than the development of tools.

4. The "New Social Studies" encourages students to formulate generalizations; the traditional social studies class often memorized generalizations.

The "New Social Studies" asks the student to follow a process, that of building the facts to concepts, which in turn leads to a third step, that of generalizing. Generalizations become important because, while subject to change in the light of new evidence, they do give us general guides to understanding and action.

If a student learns historical facts by putting them into a framework of concepts and generalizations, he equips himself with insights into the future.

The student involved in this process no longer needs to have generalizations handed to him. He gains an understanding of generalizations and the process of reaching them which goes far beyond that found in recall exercises.

5. The "New Social Studies" places emphasis on the student's search for answers through a logical process of inquiry; traditional social studies places emphasis on student's learning "acceptable" answers.

Some students will not develop generalizations unaided by the teacher. The assumption of the "New Social Studies" is that the teacher will help the student become inquiry-oriented. The goal, then, is not a student who has learned all the "right" answers, but one who knows what to do with answers he himself has helped to discover.

6. The "New Social Studies" calls for active student participation in the process of proof; traditional social studies tended to encourage acceptance of teacher-textbook statement.

The "New Social Studies" while stressing various kinds of concepts and generalizations, stresses the importance of evidence for generalizations and the exercise of great caution in the acceptance of generalizations. It urges students to be skeptical of generalizations which seem to be based on superstition, insufficient evidence, or the testimony of "authorities."

The inquiry-minded teacher guides students through discovery processes. Neither he, nor his textbook, becomes the source of all truth, but rather both function as guides to the search for truth.

7. The "New Social Studies" uses the past as a series of case studies for understanding the present; traditional instruction often tends to blur the past as a background for the present.

The "New Social Studies" recognizes that recorded history is a bundle of selected facts, ideas, and basic concepts, not just a chronology of people and events. It considers the mission of historical inquiry to be the building of a bridge between past and present. These inquiries provide the lessons of history for use in the solution of today's problems. Further, historical inquiry helps the student acquire an appreciation of his heritage and culture. In order to do this the teacher must choose topics around which to build inquiry. These choices allow depth study of topics relevant for the future.

8. The "New Social Studies" is concerned with learning strategies; traditional instruction tended to be built largely around content.

The modern emphasis on methodology aims toward strategies which enable the student to discover generalizations and work out sets of values and opinions for himself.

Some of the experimental techniques in the "New Social Studies" are based on a pure discovery method. A student is given a graph, a doll, a document, a poem, or other item, and is given no clues as to where it came from or what it is all about. The method is based on the premise that the child's curiosity will be aroused, and that he will formulate tentative conclusions and generalizations to be further tested through his own research and comparative discussions with other students.

A more common procedure, more structured, but related to the pure discovery technique is the directed discussion. In this method the teacher plans generalizations with which he wants to deal but prefers that the child discover for himself. Therefore, the teacher conducts a discussion about some attention-getting picture, poem, document, or artifact, and with questions and comments guides the discussion toward the preconceived goal. At the same time he constantly attempts to develop awareness of the tentativeness of generalizations and the necessity of the student to verify and reconstruct ideas in the light of new evidence.

Directed discussion may also be used to help make the students' values explicit by helping resolve value contradictions and by helping clarify them. For example, there might be a contradiction to the students' minds between self-development and social commitment. They may perhaps question how much time and effort should be given to student government as opposed to homework.

In such approaches the child is deeply involved in the learning process. Allied with these approaches, the "New Social Studies" promotes involvement through role playing and simulations of various kinds.

Through participation in simulations each child has a chance to exercise problem-solving skills. While content plays a vital role in all the strategies mentioned, its presentation is revolutionized. While the lecture method can be used to present the maximum amount of facts and generalizations in the shortest possible time, it seldom promotes student involvement and usually encourages passive acceptance of material in the lecture. There have been some great lecturers in our schools, and some great teaching has been accomplished through lecture, but the "New Social Studies" proceeds from the observation that there have been too few great lecturers; therefore, a great deal of attention must be paid to a highly motivational methodology.

9. <u>The "New Social Studies" draws from many social sciences; traditional social studies tend to be single discipline oriented</u>.

The emphasis on concepts and generalizations in the "New Social Studies" implies a comparative interdisciplinary approach. Traditional social studies has tended, particularly at upper levels, to isolate disciplines, usually history and geography; modern approaches call upon the teacher to mold concepts from all disciplines regardless of the discipline being used as a central vehicle.

10. <u>The "New Social Studies" places emphasis on meaning and understanding of human relationships; the traditional social studies placed emphasis on factual learning</u>.

The "New Social Studies" gives greater emphasis to social studies as a tool for improving human relationships as it provides opportunities for inquiry into basic social processes. The facts, again, become basic tools of such inquiry, not ends in themselves.

11. <u>The "New Social Studies" allows the student to examine and formulate values; the traditional is concerned with inculcating values</u>.

Modern social studies instruction provides opportunities for students to test their values. If a student believes racially segregated houses or schools represent unfair situations, he is led to investigate historical, economic, sociological, legal, or other evidence that would buttress his belief or cast doubt upon it. Similarly, if he feels a value contradiction between a positive evaluation of charity based on Christian teachings and a negative evaluation of public welfare based on a belief in free enterprise, he would be led to inquiries within the classroom to resolve the contradiction. Such examinations help to promote habits of critical thinking and the formulation of values.

The "New Social Studies" goes far beyond the traditional assumption that memorizing the Preamble to the Constitution, the Presidents of the United States, the content of the Bill of Rights, or that of the Magna Carta, gives the student an automatic respect for democracy and the values of western civilization.

12. <u>The "New Social Studies" attempts to give every student materials he can handle comfortably; traditional social studies often fails to adjust to the varying abilities of students in reading and social skills</u>.

A teacher should be constantly on the alert to select materials that will incite involvement on the part of all students. Too often social studies programs are designed for the academic student. One reason for this is that the scholars from the universities who have been largely responsible for designing these programs are not in tune with the needs of the lower-track students. An expanding role for social studies materials is not only to give more emphasis to the ideas of relevance and reality for all

students, but also to help those in the general and lower tracks to view the social studies as an exciting, vibrant, and helpful area of learning.

13. The "New Social Studies" attempt to develop concepts and skills at the earliest levels of a student's education; traditionally sequential planning receives little emphasis until third or fourth grade.

Today materials for primary levels are available, attractively and sequentially arranged. In kindergarten, a child begins an understanding of people who are different and develops an appreciation of differing cultures which is continued through the primary grades and provides a basis for depth studies at higher levels.

14. The "New Social Studies" attempts to plan in terms of specific student behavior; the traditional tends to set vague objectives.

Educators have long established goals or objectives for their study. Yet it is only rarely that these objectives are given serious consideration in evaluating student performance. While broad goals such as appreciating American culture and understanding American government must be kept in view, it is equally important that the planner set specific behavioral goals. Formulating such goals imply that we accept such principles as:

1. Learning is change of behavior, both internally and externally.
2. Behavioral changes resulting from learning are observable and measurable.
3. Learning is an individual process and objectives are to be expressed from the individual learner's viewpoint.
4. Learning is varied; there is no best or universal method.
5. Everyone can learn; however, the degree of understanding varies.

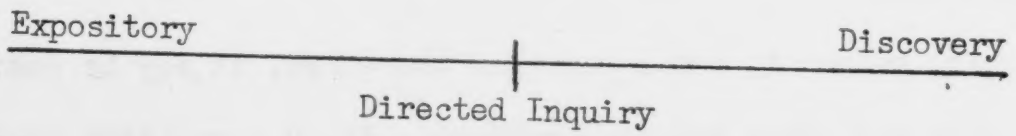
SOCIAL STUDIES INVOLVES INQUIRY

The purpose of inquiry in the social studies is to help the student discover ideas for himself and to validate his views through self-testing and consulting the ideas of others. Conceptual understanding is nurtured by inquiry. The student achieves this understanding by applying discovery techniques to social data and by transforming his findings and observations into language which can be evaluated by himself and others. When he has learned to use these processes, he will be made aware of his limitations and the limitations of other sources of information and then to be challenged to seek further knowledge and explore new ideas. The students own objectives then become similar to those of the social scientist—that is, to discover knowledge—and the student becomes a better decision maker.

Certain basic skills may be useful in the processes of inquiry and may be strengthened by engaging in this kind of learning. Among these skills are:

Listening	Observing
Speaking	Computing
Reading	Measuring
Writing	Manipulating

If we think of teaching strategies as a continuum with the expository method at one extreme and discovery at the other, we can place inquiry at any point between the two depending on the degree of inquiry used.



A rationale for inquiry would contain the following points:

The students would

1. Be actively involved.
2. Use higher mental processes than rote and recall.
3. Find their learning more meaningful and enduring.
4. Have a better understanding of the nature of knowledge.
5. Be more independent thinkers.
6. Be more highly motivated.

To encourage inquiry a teacher provides direction and structure by creating meaningful opportunities which make use of a stimulating learning environment. This may be done by using multiple-learning resources, by providing sufficient time for scholarship and depth perception by involving the student in the total learning process.

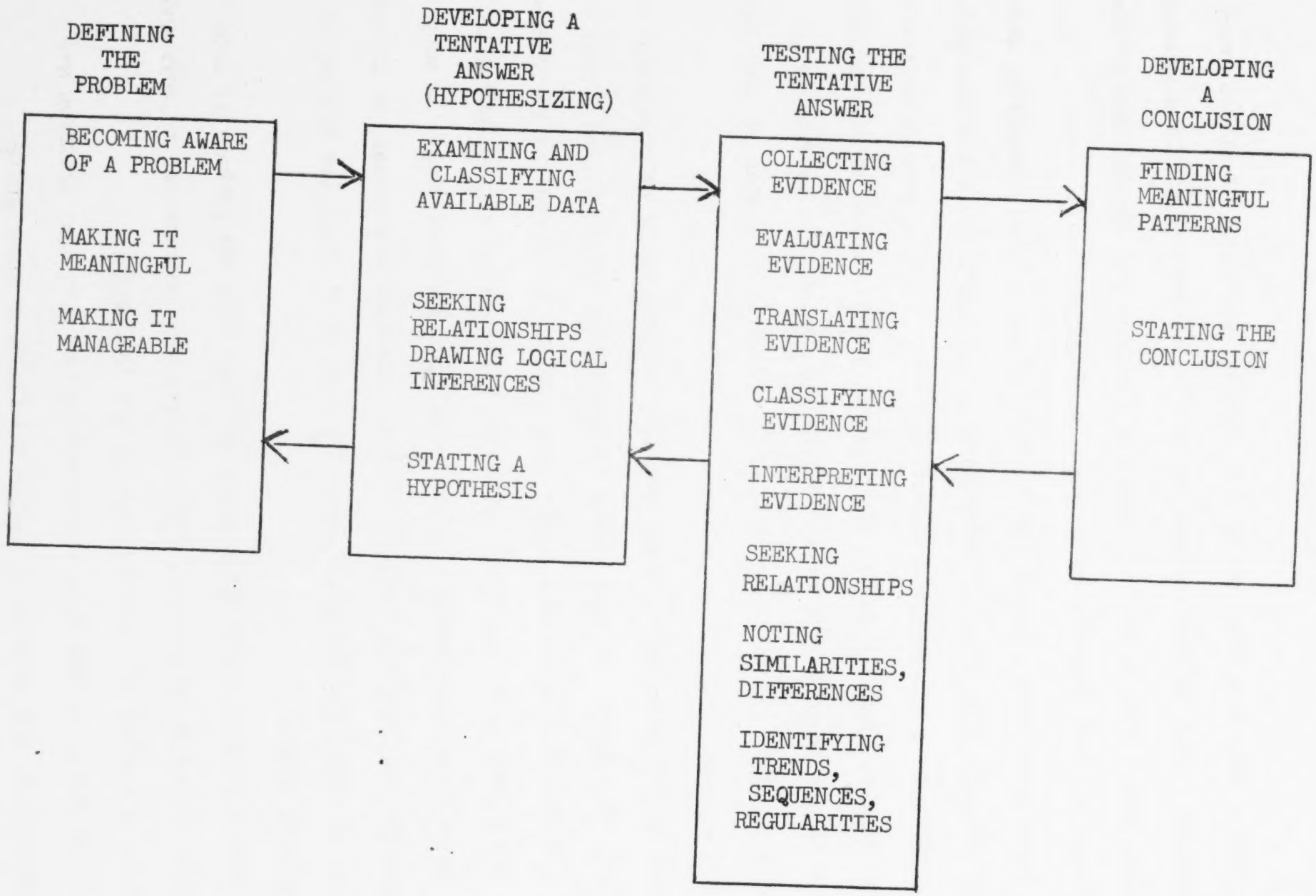
Inquiry promotes open-ended questions, divergent kinds of assignments and allows for flexibility in time allotments to complete the investigation. Therefore, students may pursue their interests with as much or as little guidance and assistance as is needed.

As in any teaching strategy, certain safeguards must be provided so that the instruction is not just following fad and fashion. Scholarship is to be emphasized as an end product of this technique, therefore, meaningless busywork and aimless activity are not to be tolerated.

Even though scholarship is emphasized inquiry activities are not just for the good student, but can be used successfully with learners of all levels of ability.

The inquiry method is not a panacea, therefore, it may be used in conjunction with any other teaching methods. It is a positive approach in involving students in the development of independence in learning.

AN EXAMPLE OF A PROCESS OF INQUIRY



SCOPE AND SEQUENCE

For a very long time the social studies curriculum of almost every elementary school in the country has been organized around the concentric circles idea. Pupils studied their own families and the families of their classmates. Then they turned to the school and the neighborhood. About the third grade they plunged into a study of their local community, with heavy emphasis upon the work of "community helpers". This has been followed often by a study of the state's history. After a year of United States History, usually in the fifth grade, pupils turned to the geography of the western hemisphere, often followed by the eastern hemisphere, covering most or all of the countries of the world in a span of time that allowed no depth.

In secondary schools the pattern has not been quite as consistent or general. But there has been almost always a year of civics and a year of United States History in the junior high school, and a year of World History and a year of United States History in the senior high. Many schools have had a course in Problems of Democracy in the senior year. In many schools the designation of "world history" has been a misnomer, as it was actually a course in Western European History or at least the history of the western world.

Such a program could be defended in 1900, 1920 and perhaps as late as 1940. Today it is archaic, obsolete, and even detrimental to boys and girls for a variety of reasons, such as the following:

1. It fails to take into consideration the fact that children are exposed to the world long before the fifth or sixth grades.

2. It assumes that children still live in small, close-knit neighborhoods, whereas many children today live at least in the wider community if not in larger regions.

3. It fails to take into consideration the fact that many children now attend kindergartens, where the emphasis is upon the study of families and the school - topics which were heretofore studied in grades one and two.

4. It ignores the urbanization of the United States and the appearance of relatively new metropolitan areas, often extending over a large geographical area and sometimes over more than one state.

5. It does not take full cognizance of the importance of minority groups today or their part in our past.

6. It provides for the study of United States History three times, usually in grades 5, 8, and 11, in much the same fashion.

7. It assumes that children cannot study economics in elementary schools and it down-grades economics throughout the entire curriculum.

8. It fails to draw from such fields as anthropology and sociology.

9. It tends to cover too much, without depth on selected topics.

SCOPE AND SEQUENCE
CHECK LIST

In developing a flexible scope and sequence relative to the new social studies, a curriculum planning committee should consider the following points:

_____ The individual learner is the focal point of instruction.

_____ Objectives should be stated in behavioral terms to assure measurability.

_____ The emphasis on concepts and generalizations implies an interdisciplinary approach.

_____ Communication skills are the basis for the development of a mode of inquiry.

_____ A variety of instructional media is essential in challenging the learner according to his ability and interest.

_____ All individuals and groups must be given recognition for their contributions to society.

_____ Values and attitudes are not taught per se, but emerge from the learning process.

_____ Needless duplication must be eliminated.

_____ Evaluation instruments that accurately measure the established objectives are necessary.

SUGGESTED SCOPE AND SEQUENCE

Major Themes

- Man Develops Within His Physical and Cultural Environment
- Man Functions Within An Interdependent Society
- Man Seeks Freedom and Order
- Man Experiences Conflict and Change
- Man Strives for Economic Literacy

Kindgtn
Getting Along Together Home-School — A Readiness Program

Grade 1
Individuals and Families in the Local Community & selected Families from various parts of U.S.A.

Grade 2
Individuals & Families: Families in selected parts of the World Representing each of the cultural areas

Grade 3
Communities: The Local Community & Metropolitan Regions & selected Communities in the U.S.A.

Grade 4
Communities: Communities in Selected Parts of World, Chosen from Major Cultural Areas

Study of Delaware (Interdisciplinary)

Grade 5
Significant Periods in American History — A Chronological Survey

Grade 6
An Introduction to Four Major Cultural Areas of the World

— Africa
Mid.East
Asia & East Indies
Australia

Grade 7
An Introduction to Four More Major Cultural Areas of the World

— Eastern Europe
Western Europe
Latin America
U.S. & Canada

Grade 8
A Study of Our American Culture

Grade 9
An Overview of the Social Sciences

Grade 10
The Development of the Modern Cultural Areas of the World (Western & Non-Western) Selected Topics In-depth

Grade 11
The Development of the United States

Selected Topics In-depth

Grade 12
The Decision-Making Process in a Democracy (Focus on Political & Economic Issues)

—

Electives Suggested

Anthropology
Comp. Economic Systems
Comp. Political Systems
Consumer Economics
Humanities
International Relations
Law
Society
Minority Groups
Religions of World
Sociology
Urban Studies
etc.

The preceding scope and sequence diagram meets most, if not all, of the criticisms leveled against the existing curriculum pattern in the social studies. It attempts to meet these criticisms in the following ways:

1. It introduces boys and girls in elementary schools to the world through the study of families and communities in several parts of our globe, but only after they have studied these units in our own country.
2. It does not ignore the neighborhood, but sees neighborhoods as a subtopic under communities.
3. It recognizes that most children today go to kindergarten and, therefore, injects fresh content and wider horizons into the first grade program.
4. It accents urbanization throughout, including the study of urban families, urban communities, urbanization in various nations around the world, and the problems of urbanization.
5. It includes material on minority groups, including the study of minority families, minorities in communities here and abroad.
6. It provides for three different approaches to the U.S.A., with emphasis on significant periods of American history in grade 5, study of American culture in grade 8, and a topical in-depth study of American history in grade 11.
7. It includes economics at many points, starting with the economic activities of families and communities in the elementary grades and continuing in the secondary school program.
8. It includes anthropology and sociology, beginning in the early years at school in the study of families and communities and continues

to weave its way through the themes and topics at the upper levels.

9. It attempts to provide depth by studying a few carefully selected families, communities, countries. Also, the secondary topics and cultural areas should be carefully selected.

This is a continuous, cumulative, and comprehensive program (K-12) stressing the most important segments of society. It is a type of spiral curriculum, with concepts introduced early and developed through all the grades.

LEVELS OF ORGANIZATION

Five levels are recommended to provide vertical and horizontal flexibility as well as experimentation as to the subject matter and class organization. These levels are as follows:

Levels	Approximate Chronological Age	Approximate Grade Level
I	5-7	K-2
II	8-10	3-5
III	11-13	6-8
IV	14-15	9-10
V	16-19	11-12

SUGGESTED CONCEPTUAL-INTERDISCIPLINARY FRAMEWORK

(K-12)

Following are generalizations incorporating major social studies concepts. These generalizations of the individual disciplines were adopted from the Wisconsin Guide (A Conceptual Framework for the Social Studies) and the Colorado Guide (A Guide for Concept Development in the Social Studies). These generalizations attempt to define the structure of the disciplines. Concepts within each discipline are underlined.

GENERALIZATIONS INCORPORATING MAJOR SOCIAL STUDIES CONCEPTS

HISTORY	ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE
Change is inevitable, and the rate of change is uneven among and within societies.	Man is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities.	Every society creates laws. Penalties and sanctions are provided for violations of law.
Human experience is both continuous and inter-related. (continuity)	Man has unique, common needs which are met within a social setting through membership in primary and secondary groups.	Governments are established by man to provide protection and services. In some governments people delegate authority, in others authority is imposed.
Acts and events have both causes and consequences which are never simple and often complex. (cause and effect)	Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in these groups. These ways and means are called institutions.	Democracy is government in which decision making is in the hands of the people who make their desires known through voting, political parties and pressure groups. Democracy seeks to protect the rights of individuals and minority groups.
People tend to judge or interpret the past in the light of their own times and experience. (nature of evidence)	A society's whole system of institutions, including the artifacts it produces, constitutes its culture. All cultures have some common characteristics called cultural universals.	Citizenship involves varying degrees of obligations and privileges depending upon the form of government. An active, educated citizenry is essential to a democracy.
Each civilization has certain significant values and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.	Individuals learn accepted ways of perceiving, thinking and behaving from their culture and in turn can effect changes in that culture as it becomes inefficient or self-defeating in meeting the needs of the society it serves. (acculturation, assimilation, cultural change)	There is a division of responsibility and an interdependence at all levels of government: local, state and national. All nations of the world are becoming more interdependent.

GENERALIZATIONS INCORPORATING MAJOR SOCIAL STUDIES CONCEPTS

ECONOMICS	GEOGRAPHY	SOCIAL PSYCHOLOGY
The conflict between unlimited natural and human resources is the basic economic problem. Scarcity still persists in the world today.	Spatial relationship exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance and time.	Family interrelationships facilitate personality development and satisfy psychological and emotional needs.
Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational and technological specialization (division of labor) are the results of his desire to produce more, better and faster.	Maps are representations of all or parts of the earth. They are used to record and analyze the spatial distributions and relationships of earth features and of people and their life on the earth.	Each human being is different physically, mentally, emotionally and socially. (uniqueness)
Specialization leads to interdependence which demands a market where buyers and sellers can meet. The market, in turn, needs money which will serve as a medium of exchange, measure of value, and a store of value.	Region refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics.	Behavior is caused and is caused primarily by circumstances within ourselves and within the environment. (multiple causation)
All of mankind is faced with four economic decisions: 1)What and how much to produce? 2)How much and in what way land (natural resources); labor and management and capital (tools) are to be used for production? 3)Are the goods and services to be used for further production or immediate consumption? 4)Who shall receive the products and in what proportion?(distribution)	Geographic linkage is evident among countless human settlements through the exchange of messages, goods and services.	Man changes as he matures both physiologically and neurologically. Given physical readiness, man can change most specific behaviors through learning. (maturation and learning)

(continued next page)

ECONOMICS	GEOGRAPHY	SOCIAL PSYCHOLOGY
Public policy, derived from a people's value system, modifies the operation of the market to promote economic growth, stability, and security while attempting to minimize restrictions and injustices.	New geographies are created as people develop new ideas and technology, and as their appraisal and use of earth spaces change. They rearrange themselves, their activities and their creations over the earth and even modify features of the earth itself.	Man needs rules internally developed and externally applied to function best. These are known as moral and ethical standards. (organization and stability)

INTERDISCIPLINARY APPROACH IN THE SOCIAL STUDIES

An interdisciplinary approach refers to the concurrent use of two or more social studies disciplines to study the same content.

An interdisciplinary approach to teaching the social studies suggests the following positive aspects:

1. It is relevant to the structure of our suggested framework which utilizes concepts, generalizations and interspersing themes.
2. It has value in helping students comprehend the unavoidable interrelationship of all the social studies.
3. It provides students with a vehicle to make sophisticated use of skills and techniques relative to the social studies disciplines.
4. It emphasizes the focus upon man and society which further validates the need to relate the disciplines to man's total societal experiences.

James G. Womach, author of Discovering the Structure of Social Studies, makes a timely comment when he says, "This burlesque of providing students with time dimension of history and place dimension of geography and calling the outcome learning should not be allowed to continue." [5]

As an example of the ideas set forth in an interdisciplinary approach let us use U.S. history. We can use time and place dimension in a unit on immigration. Therefore, the two disciplines history and geography are utilized. The teacher should not stop at this point but should offer the students an opportunity to view immigration from the perspective of the

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[5] Womach, James G., Discovering the Structure of Social Studies, Benziger Brothers, New York, New York, 1966.

other disciplines; such as economics, anthropology, sociology, political science.

In essence, through an interdisciplinary approach we are aiming to give the student a more comprehensive picture of man and society.

A THEMATIC APPROACH

Five themes have been chosen to give structure and continuity to our curriculum guide. Development of these themes begins in kindergarten and continues through the twelfth grade. These themes help define the scope of social studies learning and construct a flexible model for local curriculum development.

It has become increasingly accepted by teachers that it is impossible to give equal coverage to every topic or area in the social studies although many attempt to do so. The futility of the task has caused many educators to turn to a number of schemes or approaches of which the thematic approach appears to be the most functional.

Integration is a form of organization which emphasizes the social studies field rather than the separate disciplines that compose the field. The disciplines are recognized and utilized, but the boundaries between them are freely ignored in the process of arranging materials for teaching purposes. Integration is theoretically achievable in a number of ways, one of which is a series of topics or themes that cut across interdisciplinary boundaries.

Generalizations define the structure of a discipline. The concepts within each discipline are incorporated into the generalizations. The themes that have been selected emerge from the concepts as they cut across interdisciplinary lines.

The chief advantages of a thematic approach are considered to be as follows:

1. It provides continuity.

2. It gives significance to content.

3. Each theme has many transfer values for other themes.

4. It facilitates learning.

5. It provides information about the most pertinent aspects and in the most functional manner.

The chief criticisms of a thematic approach are considered to be as follows:

1. The sum total of themes falls short of equaling the subject or field.

2. Themes are not selected carefully enough to avoid duplication.

3. Themes imply a false and misleading simplicity.

4. There is no agreement as to what constitutes a suitable theme.

5. The proper study of themes requires a better library than is usually available.

In the selection and organization of content such questions arise as:

_____ What do we want to emphasize at each grade level?

_____ What cultures do we want to analyze?

_____ What historical periods do we want to develop?

_____ What groups shall we study?

_____ What geographic areas will we consider?

_____ What economic aspects are relative?

The answers to these questions usually determine the major themes of the curriculum and these themes establish the parameters for a year's study in a particular grade.

Our idea of themes is somewhat different in that the development of the same five basic themes is continuous from kindergarten through grade twelve.

It is Bruner's thesis that if a discipline has a basic structure then it can be presented at any grade level but with progressive degrees of sophistication.

We are therefore assuming that our themes which cut across inter-disciplinary lines and include the structure of all of the disciplines can also be presented at any grade level but with progressive degrees of sophistication.

MAJOR THEMES

Generalizations define the structure of the disciplines. The concepts within each discipline are incorporated into these generalizations. According to our thinking, traditional scope and sequence should be replaced by the following major themes which emerge from the concepts as they cut across interdisciplinary lines.

The themes are as follows:

I Man Develops Within His Physical and Cultural Environment

II Man Functions Within an Interdependent Society

III Man Seeks Justice and Order

IV Man Experiences Conflict and Change

V Man Strives for Economic Literacy

On the following pages, samples of concepts and generalizations are presented under our five major themes. Each of the five themes is divided into five levels. Concepts within each generalization are underlined and the social science disciplines within each generalization are identified by the following symbols:

(A) Anthropology
(E) Economics
(G) Geography
(H) History
(P.S.) Political Science
(Psy) Psychology
(S) Sociology

Theme I - Man Develops Within His Physical and Cultural Environment

Level I (K-2)

Generalizations

1. The family is the basic social group. (A-S)
2. Individuals may be members of many groups at the same time. (S)
3. Family customs and traditions are passed from parents to children. (H-A-S)
4. Each home is a unique unit. (A-S)
5. Children develop in many different ways. (S-Psy)
6. People living in the same neighborhood usually have similar cultural traits. (A-S)
7. Communities vary in size and appearance. (G)
8. The location of a community determines its growth and development. (G-E)
9. Climates and seasons affect man's living habits. (G-E)
10. People have learned to use their natural environment. (G-E)
11. People try in a variety of ways to meet their basic needs. (A-E)

Theme I - Man Develops Within His Physical and Cultural Environment

Level II (3-5)

Generalizations

1. There are many different kinds of communities on the earth. (G-A-S)
2. People everywhere are quite alike in general body appearance. (A)
3. People and events in far away places have helped to influence our way of life. (H)
4. Our homes and communities effect our life experiences. (S-E-P.S.)
5. The development of culture has resulted from the contributions of many individuals and groups. (H-S)
6. Culture consists of the artifacts, knowledge, beliefs and ways of living that people have acquired as members of society. (A-S-E)
7. Because of limited resources and man's ever increasing needs, each community must make the wisest possible use of all its human and natural resources. (E-G-S)
8. Man can learn how to learn - he is not just a victim of his heredity and environment. (Psy)

Theme I - Man Develops Within His Physical and Cultural Environment

Level III (6-8)

Generalizations

1. All cultures do not agree on what constitutes progress. (H)
2. Every culture consists of various organized groups that attempt to serve the needs of its members. (S-P.S.)
3. An advanced civilization evolves as the result of the contributions of many cultures. (H-E)
4. People of various cultures and societies develop unique skills. (S)
5. In many cultures, differences among individuals are recognized and the development of these individuals' talents is encouraged. (A-Psy)
6. Societies capitalize on individual differences in skills, interest, and ideas. (S)
7. An individual must exert the necessary self discipline to acquire his goals. (Psy)
8. Adaptation and use of the environment condition the progress of the cultural organization. (A-G-E)
9. Since cultural development is limited by natural barriers, basic needs are partially dependent upon the geography of an area. (G)
10. Availability of natural resources such as topography, type of soil, proximity to water and the intensity of natural forces modify location and cultural development. (G)
11. People throughout the world represent a variety of cultural backgrounds. (A)
12. When changes in ideas and institutions do not keep up with technological changes, cultural lag occurs.

Theme I - Man Develops Within His Physical and Cultural Environment

Level IV (9-10)

Generalizations

1. Societies generally advance from simple to more complex cultures. (S-H-A)
2. Cultural variety enriches the entire human community. (A-S)
3. In some societies social mobility is limited, in others, non-existent. (A-S)
4. Each impression of an event is influenced by the experience and culture of the observer. (H-S)
5. People of different cultures have different points of view based on their customs and ways of living. (H-S)
6. Technological development tends to accelerate as linkages among cultural areas increase. (E-G)
7. Industrial development takes place at an uneven rate due to the cultural base and natural elements available. (E-G)
8. Human history has been characterized by great diversity in cultural patterns. (A-S-H)
9. Behavior can be evaluated in terms of causes and in terms of moral and ethical standards. (Psy-S)
10. Mental health is defined by the individual's ability to operate within his social environment. (Psy)
11. Man's behavior tends to be consistent but different role behaviors can be expected. (Psy)
12. Man needs rules internally developed and externally applied to function best. (Psy)

Theme I - Man Develops Within His Physical and Cultural Environment

Level V (11-12)

Generalizations

1. A man learns to modify his own behavior to function in his social, cultural and physical environment. (S)
2. Man must adapt himself to his natural environment for survival. (E-H)
3. Man's social, cultural and physical environment determines his societal development.
4. Human needs are basically similar throughout the world, however, the ways in which these needs are met differ. (A)
5. The family is a major instrument for molding one's viewpoint on practically all important issues of everyday life. (S)
6. People tend to accept technological changes more readily than changes in the non-material aspects in their culture which create social problems. (S-E)
7. Culture regions have developed out of the long continued appraisal and human occupancy of uniquely endowed segments of the earth. (A-S)
8. Most societies seek ways of overcoming national danger and of making the natural environment serve the social group more effectively. (H-S)
9. On the basis of selected elements or characteristics such as land forms, population density, products, political diversion or drainage basins, significant single feature regions may be delineated. (G)

Theme II - Man Functions Within an Interdependent Society

Level I (K-2)

Generalizations

1. People interact in various ways. (Psy)
2. Living things use air, water and food from the land. (G)
3. All people must learn to live, play and work with others. (S)
4. What people do and say affects others (H-S)
5. Each member of a family has duties and responsibilities that he must accept and do. (S)
6. The factory worker and the farmer depend on each other for goods and services. (E)
7. Being a member of a group requires many adjustments. (S)
8. People work together in their homes, schools and neighborhoods to help meet their basic needs and wants. (S-E)
9. People working together are more effective when they respect the feelings of individuals and when they accept the differences found within the group. (S-P.S.)
10. A community's growth depends on the development of its resources. (E-G)
11. Cooperation and competition are important aspects of living in an interdependent community. (S-E)

Theme II - Man Functions Within an Interdependent Society

Level II (3-5)

Generalizations

1. There is economic interdependence between nations. (E-G)
2. Many community agencies cooperate with the home and school in working with children. (P.S.)
3. Every community encounters problems in providing certain public services. (P.S.-E)
4. Communities in the world tend to become closely related as transportation and communications improve. (G)
5. Communities depend on each other for food, clothing and other needs. (G)
6. Local, state and national governments often assist one another in meeting the needs of the people. (E-P.S.)
7. Citizens pay taxes and participate in efforts to improve their community. (P.S.)
8. Nations may need help in order to help themselves. (P.S.)
9. Nations that cooperate with each other tend to be more highly developed. (S-H)
10. All areas and countries trade with each other in order to provide a variety of goods and materials. (E-G)
11. Interdependence makes necessary the development of a monetary system. (P.S.-E)
12. Careful examination of the past makes possible a more intelligent prediction of the future. (H)
13. Appreciation and understanding of other communities is gained through interchange of goods and services as well as through travel and visitation. (E)
14. People learn to live and work in different places at different times. (S-G)

Theme II - Man Functions Within an Interdependent Society

Level III (6-8)

Generalizations

1. International trade provides many examples of linkage between people and nations. (G-E)
2. The varied backgrounds of the many groups that came to this country have blended to form a national culture with regional differences. (A-S)
3. As cultures become more complex, societies become more interdependent. (A-E-S)
4. Different systems of government determine the manner in which people receive goods and services. (P.S.-E)
5. The historical development of a state and nation is influenced by the contributions of people from neighboring states and foreign countries. (H)
6. The extent to which more people of the world will be able to achieve the "Good Life" will depend upon man's ability to live cooperatively and interdependently. (E-S)
7. A static culture is the product of isolation. (A-S)
8. Self-realization arises from a person's awareness of what he shares with and how he differs from other people. (S-Psy)
9. Events occurring in one country may become of international concern. (H-P.S.)
10. A high degree of civilization is reached when man utilizes the beneficial contributions of others. (S)
11. Since human effort has become more specialized, people have become dependent upon the efforts of others. (E)

Theme II - Man Functions Within an Interdependent Society

Level IV (9-10)

Generalizations

1. Political units and their governments function with respect to each other in communities, countries, states and nations in keeping with their location on earth. (G-P.S.)
2. Maps show spatial arrangements which are useful to the individual in his attempt to understand the interrelatedness of himself, his family, community, nation and world. (G)
3. As nations grow closer together through communication, transportation and interdependence, the demand and need for international law increases. (P.S.)
4. Nations are part of a global, interdependent system of economic, cultural and political life. (P.S.)
5. Societies capitalize on individual differences in interests, skills and abilities. (S-Psy)
6. Abundant natural resources, favorable climate, ingenious and industrious people and technology contribute to a high standard of living. (G-E)
7. People possessing a variety of skills and experiences have encouraged high productivity and increasing interdependence. (G-E)
8. Modern technology and specialization necessitate interdependence within a nation as well as among nations. (E)
9. People are affected by the interdependence of political, economic, cultural and geographical factors due to the improvement of transportation and communication. (G-H)
10. Industriousness, ingenuity and cooperation contribute to developing high standards of living. (E)

Level IV (9-10) Continued

11. Culture embraces all the material and non-material qualities that man has acquired as a member of society. (S)
12. Culture is a product of man's capacity to comprehend and communicate symbolically with peoples of other cultures. (A-S)
13. A spirit of respect for opinions and achievements of other nations is essential for understanding among nations. (H)

Theme II - Man Functions Within an Interdependent Society

Level V (11-12)

Generalizations

1. The actions of the great powers now and in the past are very much a part of the development of the newly independent peoples of the world. (H-P.S.)
2. Societies with advanced technological cultures often help less developed areas achieve a greater degree of modernity and prosperity, but underdeveloped areas do not necessarily wish to copy all aspects of advanced cultures. (H-S)
3. A sound national economy with reasonable full employment is dependent upon the degree to which Gross National Product is purchased. (E)
4. As nations grow closer together through interdependence and the mass media, the demand for international law increases. (P.S.)
5. All nations are part of a global, interdependent system of economic, sociological, cultural and political life. (P.S.)
6. A pluralistic society results from the interaction and contributions of many social, racial, and ethnic groups. (S)
7. Standardization of cultural traits has been influenced by mass media. (S)
8. The family serves as the basic institution concerned with initiating and fostering the process of socialization. (S)
9. Geographical and product specialization along with improved multilateral trade are keys to an increasing standard of living for all people. (E-G)

Theme III - Man Seeks Justice and Order

Level I (K-2)

Generalizations

1. Every person has individual rights and responsibilities. (H-P.S.)
2. Rules regarding cooperation, fairness and respect are learned by people in order that they may get along with each other. (S)
3. Communities have many institutions to meet the needs of their people. (S)
4. People make rules in their home, school and community for their safety and health. (P.S.)
5. Individuals benefit when everyone obeys laws. (P.S.)
6. Children as well as adults must assume responsibility for their actions. (P.S.)
7. All people must be given the right to make choices and express opinions. (P.S.)
8. Laws and customs are not the same everywhere. (S)
9. All people are subject to authority. (P.S.)
10. Habits of citizenship develop at an early age.

Theme III - Man Seeks Justice and Order

Level II (3-5)

Generalizations

1. People strive continually for justice and order through law and government. (H-P.S.)
2. A democratically organized society or group reaches its highest peak of efficiency when each member assumes his full share of responsibility. (P.S.)
3. In a democracy, individual and group differences should be respected. (H-P.S.)
4. Rules and regulations are a part of community life everywhere. (P.S.)
5. People from other countries settled in the United States and took an active part in shaping government policies. (P.S.-H)
6. Governments differ greatly in the degree to which economic freedom is allowed. (E)
7. The countries of the world vary from democracies to dictatorships. (P.S.)
8. Our colonial experience helped to shape our national government and our Federal Constitution. (H)
9. Individuals first learn habits of obedience to rules and authority in the family. (S)
10. The success and future of a democracy depends upon the education, concern, and participation of its citizens. (P.S.)

Theme III - Man Seeks Justice and Order

Level III (6-8)

Generalizations

1. The institutions of representative government depend upon the intelligent participation of its citizens. (P.S.)
2. In a democracy the people have the right to reform, alter or change their government through acceptable patterns established in the social order. (H-P.S.)
3. The individual in a democracy participates in changes in political leadership. (H)
4. All societies attempt to establish some form of government strong enough to preserve order and insure their continuity. (A-S-P.S.)
5. Laws are made by all levels of government. (P.S.)
6. Respect for law is essential to government. (P.S.)
7. Government must be strong enough to maintain law and order but flexible enough to change when needed. (P.S.-H)
8. People tend to rebel against their government when it neglects their welfare and frustrates their desire for a better life. (H-P.S.-E)
9. Laws are the outgrowth of people's values and customs. (P.S.-A)
10. To bring about and maintain social order, governments may find it necessary to interfere with some of the freedom of individuals. (P.S.-H)

Theme III - Man Seeks Justice and Order

Level IV (9-10)

Generalizations

1. The concept of democracy may seem unimportant or even undesirable to the individual from an underdeveloped society. (A-P.S.)
2. Equal treatment and justice for all citizens are important goals of a democracy. (H-P.S.)
3. Democratic government is not easily secured nor easily maintained. (P.S.)
4. A democracy necessitates that the people change or reform the operations of government through peaceful and lawful procedures. (P.S.)
5. A justly upheld bill of rights protects the individual from arbitrary action on the part of government. (P.S.)
6. The future of democratic institutions depends upon the faith, acceptance of responsibility and contributions of all the people. (H-P.S.)
7. Citizen participation is a learning process that must be initiated and nurtured in our society through active involvement and not passive acceptance. (P.S.)
8. Various forms of government exist in the world today that are not based upon democratic principles. (P.S.)
9. Freedom of action implies the acceptance of the consequences when another person's rights have been violated. (P.S.-S)
10. Regardless of the form of government, political systems carry on a variety of functions to meet the needs of the people. (H-P.S.)
11. Freedom to pursue a particular vocation or profession is contingent upon the personal and political freedom provided by the governmental body. (E-P.S.)

Level IV (9-10) Continued

12. Experience in decision making must be provided to promote active participation in the political process. (P.S.)
13. Events in the current scene affect the present and future welfare of people. (P.S.)

Theme III - Man Seeks Justice and Order

Level V (11-12)

Generalizations

1. Individual rights and equality of opportunity, basic to democracy, are often challenged by bigotry. (P.S.-S)
2. In most societies, informal controls of behavior, such as folkways and mores, are reinforced by more formal controls, such as laws and institutions. (A-S)
3. Democracy is endangered when citizens shirk their responsibilities. (P.S.-H)
4. The judicial systems of most countries try to resolve conflicts over rights, liberties and obligations. (P.S.)
5. Careful exercise of individual rights must be accepted when action becomes injurious to others and the general welfare. (P.S.)
6. Inasmuch as political systems are created by man for purposes of peace, service and responsibility and the role of individual freedom; participation and decision-making vary considerably. (P.S.)
7. Political parties in democratic nations are agencies for expressing the will of the people and instruments through which people may influence government. (P.S.)
8. Citizens of a representative government must have a basic understanding of their system in order to participate intelligently. (P.S.-A)
9. Laws and the process of law making differ under various forms of government. (P.S.)

Theme IV - Man Experiences Conflict and Change

Level I (K-2)

Generalizations

1. Change may help some and hinder others. (H)
2. Being a member of a group requires many adjustments. (S)
3. Change is always taking place. (H)
4. Rapid growth creates problems. (H)
5. Change does not always show progress. (A-S)
6. People work better in a group when they respect the feelings and accept the differences of others. (S-P.S.)
7. People in a community can work together to bring about a desired change. (S-P.S.)
8. People work together to change their environment in order to meet their needs. (G-E)
9. Children must have the opportunity to explain their own behavior. (Psy)
10. As our community has grown and changed our schools have grown and changed. (P.S.)
11. Early man depended entirely upon his environment for his existence. (H)
12. People, places and events have contributed to our present way of life (H)
13. Early man left drawings, markings, artifacts and other records. (H-A)
14. Behavior at one time and place is not always acceptable at another time and place. (S-Psy)

Theme IV - Man Experiences Conflict and Change

Level II (3-5)

Generalizations

1. Some communities change more rapidly than others. (H)
2. Communities often cooperate to meet the needs of their people, but sometimes there is conflict among them. (A-S)
3. The development of machines has changed many societies from agricultural to industrial. (E-H)
4. Behavior varies with change in circumstances. (Psy)
5. Some communities are more open-minded to change than others. (A-S)
6. Each generation of man benefits from all the progress of past generations. (H)
7. Man has changed in appearance since prehistoric times. (A)
8. There are differences among races but these differences are minor. (A)
9. Over a long period of time life in our country has changed. (H)
10. Events of the past help us plan more wisely for the future. (H)
11. Man's life has been made richer and more comfortable through the use of his intelligence. (A-S)
12. Human groups have rules and individuals are rewarded or punished as they conform. (P.S.-A)
13. The behavior of many individuals reflects the influence of one's peer group. (Psy)
14. The westward expansion of the Old World led to conflict between nations. (H)
15. Compromise is the democratic process for resolving group conflict. (S-H)

Theme IV - Man Experiences Conflict and Change

Level III (6-8)

Generalizations

1. Certain patterns of development and change are common to many cultures and are products of what have gone before. (H-A)
2. Change may strengthen, weaken, or destroy a society. (H-S)
3. Differences among the individuals in a group might be greater than the differences between any two groups. (Psy-S)
4. Many times a minority group will leave a larger group and migrate. (H-S)
5. Man has laid the foundation for subsequent cultures. (A)
6. Conflict among groups tends to be reduced when they understand and appreciate other cultures. (A)
7. Recognition and settlement of minor group problems before they grow into major areas of conflict, should be a primary responsibility of governments. (P.S.-S)
8. Man is distinguished from other animals by his continuous history, his social progress and his mental processes. (H-A)
9. People throughout the world today are striving to retain certain customs and traditions which they value. (A-S)
10. Many nations of the world have problems of minority groups similar to those in the United States. (S)
11. The struggle between those governing and those being governed causes conflict within many societies. (H-P.S.-S)
12. Interaction with outside cultures and other ethnic groups enables man to improve the nation's development and the usefulness of his natural environment. (S)

Level III (6-8) Continued

13. All human societies have a culture; even the most primitive. (H-S-A)
14. Many changes are occurring at such a rapid pace that it can be said that no person lives all his life in the kind of world into which he was born. (H)
15. Rapid cultural change is disruptive in the life of persons and peoples. (A)
16. Each culture has social, political and economic institutions that are products of the past. (H)

Theme IV - Man Experiences Conflict and Change

Level IV (9-10)

Generalizations

1. Governmental changes sometimes occur when people feel their needs and desires are neglected by the existing government. (P.S.-H)
2. The causes of great historical upheavals are generally multiple and complex. (H)
3. Changes between contrasting cultures are brought about by both conflict and cooperation. (A-S)
4. Totalitarianism often emerges after a nation experiences long years of unrest. (P.S.-H)
5. People who contribute creatively to modern cultures often cause social change. (S)
6. Your reactions, expressions, attitudes and beliefs are thought to be developed by your environment. (Psy)
7. Technology changes rapidly but social institutions adjust slowly to new conditions. (S-E)
8. The gradual transition of the ancient civilizations established a basic foundation for our society. (H)
9. Membership in groups requires that individuals undertake varied roles in society. (S)
10. Adjustment of attitudes and behavior are frequently necessary to win acceptance and approval of others, and to promote harmonious group living. (Psy)
11. Social groups resist some forms of change. (S-Psy)

Theme IV - Man Experiences Conflict and Change

Level V (11-12)

Generalizations

1. The kinds, productivity and strength of political units and their spatial arrangements change in time. (G)
2. Urbanization, industrialization and migration are bringing about changes that are creating new problems that demand critical analysis by informed citizens. (H-E-S)
3. Patterns of behavior are largely products of the past. (Psy-H-S)
4. Problems are the price of progress and progress generally involves conflict and change. (H-S)
5. Every policy involves certain risks which necessitate national and objective consideration of alternatives to reduce the possibility of error. (H-P.S.)
6. Change resulting from spatial interaction may produce serious social, economic and political problems. (G)
7. Social differences generate from man's economic and social circumstances. (Psy-S)
8. The continual change in various civilizations is an essential factor in the world's historical development. (H)
9. Specialization processes differ markedly in different social classes, groups and societies. (S-Psy)
10. Cultural differences are often eroneously taken as evidence of racial or national superiority rather than as differences in historical opportunity for contact and borrowing of cultures. (A-S)
11. A dynamic culture is one in which change is a dominant pattern. (A-S)
12. Many cultures disappeared when their control over human behavior collapsed. (S)

Level V (11-12)

13. Geographical factors have precipitated many political problems in the world today. (G)

14. In the actual world, political, economic, and social problems are always affected by special interest, traditions and prejudices. (H)

15. Racial and ethnic conflicts among groups can be settled through cooperation. (A)

16. Cultures and institutions which fail to adjust to changing conditions eventually decline and are replaced by others. (H)

17. By knowing more about the documents of other cultures, we can have a better understanding of revisions needed to serve present and future times. (H)

18. Absence of varied work and recreational activities has hindered the creativity necessary for social change in many cultures. (Psy-S)

Theme V - Man Strives for Economic Literacy

Level I (K-2)

Generalizations

1. All members of a family are consumers and some are producers. (E)
2. People of a community represent a variety of occupations. (E)
3. Individuals in a family want more than they can have and are constantly faced with choice making. (E)
4. The production members of the family receive money for their work to purchase goods and services they need but do not produce. (E)
5. The family provides for our basic needs and desires. (A-S-E)
6. To obtain the things needed, people must do useful work, usually away from home. (E)
7. The money that people earn is called income. (E)
8. All businesses depend on nature or other businesses for their raw materials needed in production. (E-G)
9. A person may spend or save some of his income. (E)
10. Money is used many different ways. (E)
11. If we cannot produce everything we need we depend upon others to produce it for us. (E)
12. There are many reasons why we are not able to have everything we want. (E-S)
13. If many people demand certain goods and services, the price will be high; if people do not demand goods and services, the price will be low. (E)
14. Money makes it easier for us to buy goods and services. (E)

Theme V - Man Strives for Economic Literacy

Level II (3-5)

Generalizations

1. Growth in a community creates increased demands. (E-S)
2. Individuals pay for government goods and services through taxes. (E)
3. Although people everywhere have similar needs and desires, their ways of meeting them differ according to their culture. (E-S-A)
4. Man's effective use of machines has increased productivity. (E)
5. A man's income is in part determined by the demand for his skill. (E)
6. Scarcity, rather than abundance characterizes our natural resources. (E-G)
7. Some people are producers of goods, others are producers of services. (E)
8. Money that man uses from his earnings to produce more goods is called capital. (E)
9. Man may work alone, join a partnership or work in a corporation in order to produce goods. (E)
10. By using specialists, families and communities are able to get more efficient use of goods and services produced. (E)
11. Supply and demand are present in most economies of the world. (E)
12. Certain cultures still use the old system of barter instead of money for exchange. (E-S)
13. The wise use of resources is an individual and group responsibility since it effects all economic life. (E-G-S)
14. Competition has been a characteristic of American economy from its earliest beginning. (E-H)
15. As each group of settlers used the natural resources, they found that they developed different ways of living and working. (G-E)

Theme V - Man Strives for Economic Literacy

Level III (6-8)

Generalizations

1. Individuals in a free enterprise system may attempt to acquire property and to seek their living by making use of this property in production of goods and services. (E)
2. In many countries people exist by subsistence agriculture and a one crop economy. (E-G)
3. An awareness of the need for an education which will be applicable to the ability of the student and the needs of the larger community in a highly refined, technological and automated society is essential. (E-S)
4. The use of money exchange helped modernize trade between nations. (E-H)
5. Unequal distribution of natural resources is a contributing factor to poverty in all stages of a nation's development. (S-G-E)
6. The failure of some culture areas or nations to participate economically with other nations has hindered their economic growth. (E-A)
7. The development of social, political and economic institutions reflects that which has preceded them. (H)
8. Private enterprise has been built upon the convictions that an individual has the right to attempt to sell his goods or services for enough to cover the cost of production and to realize a profit. (E)
9. The earning and spending of income helps to promote consumption of goods throughout the world. (E)
10. Every society has some kind of economic system which is a reflection of values and objectives of that particular society. (E-S)

Level III (6-8) Continued

11. Economic conditions and systems change over a period of time. (E-H)
12. All economic systems are confronted by the problem of relative scarcity, of unlimited wants and limited resources. (E)
13. The standard of living is reflected in the amount of income a person receives. (E-A)
14. Supply and demand are greatly influenced by the location of the consumer, producer and transporter. (E-G)
15. Cities develop at unique locations where people and institutions are in order to perform services or produce goods for themselves and for a surrounding area. (G-S-E)

Theme V - Man Strives for Economic Literacy

Level IV (9-10)

Generalizations

1. Because of limited resources and ever-increasing needs, man must make the wisest use of all human and natural resources. (E-G)
2. The need for increased taxes by governments indicates an increased demand for public services. (E)
3. Some totalitarian states which own all means of production and distribution attempt to ease the problems of scarcity by denial of choice as to consumption. (E-P.S.)
4. Many economic systems exemplify a combination of both private and public ownership and participation rather than extremes of laissez-faire or government control. (E-P.S.)
5. One of the major aims of an economic system is to provide sufficient goods and services for the social and economic well being of its citizens. (E-S)
6. Providing for the physical needs of a rapidly increasing population necessitates cooperation and interdependence among nations. (E-G)
7. Heavy outlays of capital usually contribute to the emergence of a highly industrialized society. (E)
8. The responsibility of maintaining the degree of economic stability depends upon the cooperative efforts of individuals, business and government. (E)
9. Varied employment and leisure time activities produce many behavioral, social, recreational and economic changes. (E-S)
10. In a modern, complex society individuals are dependent on others for the satisfaction of their wants and needs. (E)

Level IV (9-10) continued

11. Economic conditions and systems change over a period of time. (E-H)
12. Every economic system has similar characteristics which enhance the possibility of prediction. (E)

Theme V - Man strives for Economic Literacy

Level V (11-12)

Generalizations

1. Every economic system possesses regularities which make certain forms of prediction possible. (E)
2. In some countries government planners make most or all critical economic decisions. (E-P.S.)
3. People the world over are demanding a greater share of the world's goods so they can raise their standard of living. (A-S-E-H)
4. Automation is presently compounding the problems inherent in unemployment and occupational relocation. (E)
5. A society will tend to specialize in producing goods and services that require larger quantities of its abundant and, therefore, cheaper resources. (E-S-G)
6. Despite an apparent abundance in some societies, such economic problems as equitable distribution of income and the need to match productive capac[illegible] newly created wants present challenges. (E)
7. Econo[illegible]erdependence provides a unifying theme for the entire world despite the variance in economic development or institutions. (E-S)
8. Most countries of the world have been developing specialized labor forces to fill the need for continued economic growth. (E)
9. The investment and use of capital is greatly affected by the geographical aspects of the area in which it is to be used. (G-E)
10. Price, a determinant of living standards, is greatly affected in most societies by the relationship of consumer demand and producer supply. (E)

Level V (11-12) continued

11. In a private enterprise system, the anticipation of profits motivates the ownership of business. (E)
12. Economic stability and security can be maintained by a redistribution of income through taxation. (E)
13. Business standards though varied in different nations, have current problems of business organization that are closely allied with investment. (E)
14. Various economic systems use different approaches in determining how government regulations should be incorporated. (E-P.S.-H)

SOCIAL STUDIES SKILLS
A GUIDE TO ANALYSIS AND GRADE PLACEMENT

Eunice Johns and Dorothy McClure Fraser

From Thirty-Third Yearbook of the
National Council for the Social Studies
Skill Development in Social Studies

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in Appendix A has been developed as an aid to social studies teachers who desire to improve their teaching of social studies skills. It represents an illustrative analysis of major skills areas that should be developed in social studies programs. The chart also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically, and (3) reteaching, maintaining, and extending the skill as necessary.

Thus, the chart outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be

part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained at the same time that he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own analysis and plan for the social studies skills program in their own school system. When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skill development, and identify ways of meeting those needs, major benefit to the instructional program will result that could never come from uncritical acceptance of an already formulated program.

Throughout this Yearbook the point has been made that pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and the purpose of the skill, and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development, it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher, as he works with a specific class, and the general plan can serve only as a guide to what seems to be good practice. True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns

and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

VALUES

Earlier in this guide it was mentioned that a curriculum planning committee should give consideration to a number of points when developing scope and sequence. Among these is the statement that values and attitudes are not taught per se, but emerge from the learning process.

Fenton has said that, "every teacher affects the value system of his students whether he likes it or not." [6]

Since the social studies deal with relationships among people, value judgments naturally come into play more than into other subject areas. Values cannot be avoided, therefore, the limits to which a teacher can go when dealing with values must be decided.

Teachers do not have the right to tell students that their value systems are wrong but they do have the right, and in fact the responsibility, to raise questions and present controversial issues which challenge students to examine their feelings, beliefs, standards and attitudes and encourage them to reflect upon their values in the light of evidence.

"Our goal," says Scriven, "should be the straightforward development of cognitive skills for handling value disputes - not persuasion or indoctrination in the usual sense. Moral reasoning and the moral behavior it indicates should be taught and taught about, if for no other reason than that it is immoral to keep students ignorant of the empirical and logical bases behind the morality which is behind the law and the

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[6] Edwin Fenton,, Teaching the New Social Studies in Secondary Schools An Inductive Approach (New York: Holt, Rinehart and Winston, Inc. 1966), p. 41.

institutions which incorporate this country's virtues and permit its vices. But in addition to this intellectual payoff is the practical benefit to a society of possessing members who are skilled in making value judgments. Such a society becomes a moral community, offering important benefits to all of its members." [7]

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[7] Michael Scriven, "Values in the Curriculum," in Concepts and Structure in the New Social Science Curricula, edited by Irving Morrissett (West Lafayette: Social Science Education Consortium, Inc., 1966),p.p. 129-130.

Establishing Behavioral Objectives

Too often course or unit objectives are ambiguous, irrelevant or unattainable. Objectives are set forth using such terms as to know, to understand, to recognize, ad infinitum. Objectives stated in this way cannot be measured with any semblance of authenticity because the objective is subjected to too many interpretations. The teacher would have a difficult time in attempting to determine whether or not the student really understands, knows or recognizes. Therefore, in setting up clear attainable objectives the key question should be, "What should the student be able to do as the result of instruction?" The main concern lies with effective instructional techniques and behavioral changes in the individual.

Mager suggests the following steps to write behavioral objectives that will describe the desired behavior expected of the learner:

1. Identify the terminal behavior by name; you can specify the kind of behavior that will be accepted as evidence that the learner has achieved the stated objective.

2. Try to define the desired behavior further by describing the important conditions under which the behavior will be expected to occur.

3. Specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

It is not absolutely necessary to include all three of these items in each objective. The object is to write objectives that communicate. According to Mager, the three items are used as guides to help you know when you have done so.

The Wyoming guide, Framework for the Social Studies in Wyoming Schools (Grades K-12), suggests three levels of useful words for expressing objectives in behavioral terms. Level one represents simple behavioral objectives; level two, behavior requiring application of more complex mental operations; level three, behavior showing that student has firm grasp of concept or original thought. The levels and useful words are listed below.

LEVEL I (Simple behavioral objectives)	LEVEL 2 (Behavior requiring application of more complex mental operations)	LEVEL 3 (Behavior showing that student has firm grasp of concept or original thought)
find	prove	generalize from data
gather data	organize data	synthesize
investigate	analyze	predict
make	compare	reorganize
identify	discriminate	discover
recognize	differentiate	formulate hypotheses
classify	justify	infer
measure	contrast	deduce
compute	interpret	discuss critically
illustrate	identify variables	integrate

Writing measurable behavioral goals is no simple task. If possible, the teacher should participate in a workshop designed to teach procedure for preparing and writing behavioral objectives. The following sources are suggested as background material for giving the teacher a clearer understanding for establishing measurable behavioral objectives:

Bloom, Benjamin, et al. Taxonomy of Educational Objectives: The Classification of Educational Goals Handbook 1 Cognitive Domain. New York: David McKay Co., Inc., 1956.

Bloom, Benjamin. Taxonomy of Behavioral Objectives, New York: David McKay Co., Inc.

Gagne, Robert. Conditions of Learning, New York: Holt, Rinehart and Winston.

Mager, Robert F. Affective Domain, Developing Attitudes Toward Learning, Palo Alto, California: Fearon Publishers, 1968.

_____. Preparing Instructional Objectives, Palo Alto, California: Fearon Publishers, 1967.

Popham, W. James and Baber, Eva. Establishing Instructional Goals, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Walbesser, Henry. Constructing Behavioral Objectives, College Park, Maryland: Maryland Book Exchange, University of Maryland.

Filmstrip and Tapes

Popham, W. James and Baber, Eva L. Seven illustrated filmstrips and tapes on instructional objectives and related materials. Vimcet Associates, Box 24714, Los Angeles, California 90024.

EVALUATION

Evaluation and establishing of behavioral goals are inseparable. If objectives are set up that cannot be measured, it should be obvious that the objectives lack validity. Therefore, when the objectives are being established an awareness of valid measurability constitutes a vital role in the process.

Unless the teacher knows what he wants to accomplish and understands the pupil behavior that demonstrates this goal, he will have a difficult time in selecting and evaluating methods, materials and strategies.

In short, practice the ideas as set forth in the section of this guide on behavioral objectives. Write the objectives with a view toward cogent evaluative criteria.

What is the purpose of evaluation? Wesley and Wronski suggest the following:

1. Diagnosing student difficulties.
2. Providing guidance in preparing remedial instruction.
3. Judging the efficacy of units and unit organization.
4. Guiding individual students.
5. Estimating the efficacy of a method.
6. Deciding the effectiveness of certain equipment.
7. Determining grade or level placement of materials.
8. Providing the value of a whole program.
9. Strengthening motivation.
10. Judging the merits of a teacher.

APPENDIX A

SOCIAL STUDIES SKILLS
A GUIDE TO ANALYSIS AND GRADE PLACEMENT

Eunice Johns and Dorothy McClure Fraser

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Skill Development in Social Studies

PART ONE: Skills which are a definite but shared responsibility of the social studies

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(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school, S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies			
Skill	Introduce through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
I. Locating information			
A. Work with books			
1. Use title of books as guide to contents	EP	LP-LI	J-S
2. Use table of contents	LP	EI-J	S
3. Alphabetize	LP	EI-J	S
4. Use index	EI	LI-J	S
5. Use title page and copyright date	EI	LI-J	S
6. Use glossary, appendix, map lists, illustration lists	EI	LI-J	S
7. Distingush between storybooks and factual books	LP-EI	LI-J	S
8. Choose a book appropriate for the purpose	LP-EI	LI-J	S
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references	EI	LI-J	S
2. Use reference works, such as World Almanac, atlases, Who's Who, Statesman's Yearbook	EI	LI-J	S
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters	LP	EI-J	S
2. Use guide words	EI	LI-J	S
3. Learn correct pronunciation of a word	EI	LI-J	S
4. Understand syllabication	EI	LI-J	S
5. Choose the appropriate meaning of the word for the context in which it is used	EI	LI-J	S

	Introduce through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
I. Locating information (Cont'd)			
D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs	LP	EI-LI	J-S
2. Select important news items	EI	LI	J-S
3. Select from these sources material that is pertinent to class activities	EI	LI-J	S
4. Learn the organization of a newspaper and how to use the index	LI	J	S
5. Learn about the sections of the newspaper	EI	LI	J-S
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets	LI	J-S	S
E. Know how to find material in a library, both school and public			
1. Locate appropriate books	EI	LI-J	S
2. Use a book card	EI	LI-J	S
3. Use the card catalogue to learn that--			
a. A book is listed in three ways - by subject, by author, and by title	EI	LI-J	S
b. All cards are arranged alphabetically	EI	LI-J	S
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf	EI	LI-J	S
d. Some author cards give more information than the title or subject card	EI	LI-J	S
e. Information such as publisher date of publication, number of pages and of illustrations, and usually some annotation are provided	EI	LI-J	S
f. The Dewey Decimal System is a key to finding books	J	S	S
4. Use the Reader's Guide to Periodical Literature and other indexes	J	S	S

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach maintain, and extend
I. Locating information (Cont'd)			
F. Gather facts from field trips and interviews			
1. Identify the purpose of the field trip or interview	EP	LP-J	S
2. Plan procedures, rules of behavior, questions to be asked, things to look for	EP	LP-J	S
3. Take increasingly greater initiative in the actual conduct of the field trip or interview	EP	LP-J	S
4. Evaluate the planning and execution of the field trip or interview	EP	LP-J	S
5. Find acceptable ways to open and close an interview	LP	EI-J	S
6. Express appreciation for courtesies extended during the field trip or interview	EP	LP-J	S
7. Record, summarize, and evaluate information gained	EP	LP-S	S
G. Be selective in using audiovisual materials (See Acquiring information through listening and observing; and Interpreting pictures, charts, graphs, tables; Part One, Sections V, VII)	EP-LI	J	S
H. Use maps and globes in developing geographic skills. (See Interpreting maps and globes, Part Two, Section III.)	LP	EI-J	S
II. Organizing Information			
A. Make an outline of topics to be investigated and seek material about each major point, using more than one source.	EI	LI-S	S
B. Select the main idea and supporting facts	EI	LI-S	S
C. Compose a title for a story, picture, graph, map, or chart	EP	LP-LI	J-S
D. Select answers to questions from material heard, viewed, or read.	EP	LP-J	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
II. Organizing Information (Cont'd)			
E. Take notes, making a record of the source by author, title, page.	LI	J-S	S
F. Classify pictures, facts, and events under main headings or in categories	LP	EI-J	S
G. Arrange events, facts, and ideas in sequence	EP	LP-J	S
H. Make simple outlines of material read, using correct outline form	LI	J-S	S
I. Write a summary of main points encountered in material	EI	LI-S	S
J. Make a simple table of contents	LP	EI-J	S
K. Make a bibliography	LI	J	S
III. Evaluating Information			
A. Distingush between fact and fiction	EP	LP-J	S
B. Distingush between fact and opinion	LI	J-S	S
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction	LP	EI-J	S
D. Consider which source of information is more acceptable and why	LP	EI-S	S
E. Examine reasons for contradictions or seeming contradictions, in evidence.	J	J-S	S
F. Examine material for consistency, reasonableness, and freedom from bias.	J	J-S	S
G. Recognize propaganda and its purposes in a given context	J	J-S	S
H. Draw inferences and make generalizations from evidence	EP	LP-S	J-S
I. Reach tentative conclusions	EP	LP-S	J-S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
IV. Acquiring information through reading			
A. Skim to find a particular word, get a general impression, or locate specific information	LI	J-S	S
B. Read to find answers to questions	EP	LP-J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas	EI	LI-J	S
D. Select the statements that are pertinent to the topic being studied	LP	EI-J	S
E. Make use of italics, marginal notes, and footnotes to discover emphasis by author	LI	J-S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above	LI	J-S	S
V. Acquiring information through listening and observing			
A. Listen and observe with a purpose	EP	LP-J	S
B. Listen attentively when others are speaking	EP	LP-J	S
C. Identify a sequence of ideas and select those that are most important	LP	EI-J	S
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information.	LP-EI	LI-J	S
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation	LP	EI-J	S
F. Reserve judgment until the speaker's entire presentation has been heard	J	J-S	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
II. Organizing Information (Cont'd)			
E. Take notes, making a record of the source by author, title, page.	LI	J-S	S
F. Classify pictures, facts, and events under main headings or in categories	LP	EI-J	S
G. Arrange events, facts, and ideas in sequence	EP	LP-J	S
H. Make simple outlines of material read, using correct outline form	LI	J-S	S
I. Write a summary of main points encountered in material	EI	LI-S	S
J. Make a simple table of contents	LP	EI-J	S
K. Make a bibliography	LI	J	S
III. Evaluating Information			
A. Distingush between fact and fiction	EP	LP-J	S
B. Distingush between fact and opinion	LI	J-S	S
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction	LP	EI-J	S
D. Consider which source of information is more acceptable and why	LP	EI-S	S
E. Examine reasons for contradictions or seeming contradictions, in evidence.	J	J-S	S
F. Examine material for consistency, reasonableness, and freedom from bias.	J	J-S	S
G. Recognize propaganda and its purposes in a given context	J	J-S	S
H. Draw inferences and make generalizations from evidence	EP	LP-S	J-S
I. Reach tentative conclusions	EP	LP-S	J-S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
IV. Acquiring information through reading			
A. Skim to find a particular word, get a general impression, or locate specific information	LI	J-S	S
B. Read to find answers to questions	EP	LP-J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas	EI	LI-J	S
D. Select the statements that are pertinent to the topic being studied	LP	EI-J	S
E. Make use of italics, marginal notes, and footnotes to discover emphasis by author	LI	J-S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above	LI	J-S	S
V. Acquiring information through listening and observing			
A. Listen and observe with a purpose	EP	LP-J	S
B. Listen attentively when others are speaking	EP	LP-J	S
C. Identify a sequence of ideas and select those that are most important	LP	EI-J	S
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information.	LP-EI	LI-J	S
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation	LP	EI-J	S
F. Reserve judgment until the speaker's entire presentation has been heard	J	J-S	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
V. Acquiring Information through listening and observing (Cont'd)			
G. Take notes while continuing to listen and observe	J	J-S	S
H. Analyze video and audio presentations, eg. films, pictures, models, exhibits, and other graphic materials concerned with social studies topics.	J	J-S	S
I. Communicating orally and in writing			
A. Speak with accuracy and poise			
1. Develop an adequate vocabulary	EP	LP-J	S
2. Choose the appropriate word	EP	LP-J	S
3. Pronounce words correctly and enunciate clearly	EP	LP-J	S
4. Talk in sentences	EP	LP-J	S
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted	EI	LI-S	S
6. Keep to the point in all situations involving oral expression	EP	LP-J	S
7. Develop self-confidence	EP	LP-J	S
8. Exchange ideas through discussion either as leader or participant	EP	LP-J	S
9. Respect limitations of time and the right of others to be heard	EP	LP-J	S
B. Write with clarity and exactness			
1. Collect, evaluate, and organize information, around a clearly defined topic (See Sections I-V above)	LI	J-S	S
2. Write independently, avoiding copying from references	EI-LI	J-S	S
3. Give credit for quoted material	LI	J-S	S
4. Use standard English	LI	J-S	S
5. Include a bibliography to show source of information	EI	LI-J	S
6. Include footnotes when necessary	J	J-S	S
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work	LP	EI-J	S
8. Proofred and revise	LI	J-S	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach maintain, and extend
VII. Interpreting pictures, graphs, charts; tables.			
A. Interpret pictorial materials			
1. Recognize these materials as sources of information	EP	LP-J	S
2. Distingush between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation	EI	LI-J	S
3. Note and describe the content of the material, both general and specific	EP	LP-LI	J-S
4. Interpret by applying related information, and use the material as one basis for drawing conclusions.	EP	LP-J	S
B. Interpret cartoons			
1. Recognize these materials as expressing a point of view and interpret the view expressed	LI	J-S	S
2. Note and interpret the common symbols used in cartoons	LI	J-S	S
C. Study charts			
1. Understand the steps in development indicated	LI	J-S	S
2. Trace the steps in the process shown	LI	J-S	S
3. Compare sizes and quantities	LI	J-S	S
4. Analyze the organization or structure	LI	J-S	S
5. Identify elements of change	LI	J-S	S
D. Study graphs and tables			
1. Understand the significance of the title	EI	LI-J	S
2. Determine the basis on which the graph or table is built and the units of measure involved	EI	LI-J	S
3. Interpret the relationships shown	EI	LI-J	S
4. Draw inferences based on the data	EI	LI-J	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
VII. Interpreting pictures, graphs, charts, tables (Cont'd)			
E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)	EI	LI-J	S
F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources.	LI	J	S
VIII. Working with others			
A. Respect the rights and opinions of others	EP	LP-S	S
B. Understand the need for rules and the necessity for observing them	EP	LP-S	S
C. Take part in making the rules needed by the group	EP	LP-S	S
D. Accept the role of leader or follower, as the situation requires	EP	LP-S	S
E. Profit from criticism and suggestions	EP	LP-S	S
F. Distingush between work that can be done most efficiently by individuals and that which calls for group effort	EP	LP-S	S
G. Use the rules of parliamentary procedure when needed	LI	J	S

PART TWO: Skills which are a major responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
I. Reading social studies materials			
A. Understand an increasing number of social studies terms	EP	LP-S	S
B. Learn abbreviations commonly used in social studies materials	EI	LI-J	S
II. Applying problem-solving and critical thinking skills to social issues.			
A. Recognize that a problem exists	EP	LP-J	S
B. Define the problem for study	EP	LP-J	S
C. Review known information about the problem	EP	LP-J	S
D. Plan how to study the problem	EP	LP-J	S
E. Locate, gather, and organize information (See detailed analysis, Part One, Section I)	EP	LP-J	S
F. Interpret and evaluate information (See detailed analysis, Part One, Section III)	EP	LP-J	S
G. Summarize and draw tentative conclusions	EP	LP-J	S
H. Recognize the need to change conclusions when new information warrants	EP	LP-J	S
I. Recognize areas for further study	EP	LP-J	S
J. Use problem-solving techniques in meeting personal and societal problems	EP-LP	EI-J	S
III. Interpreting maps and globes			
A. Orient the map and note directions			
1. Use cardinal directions in classroom and neighborhood	LP	EI-J	
2. Use intermediate directions, as southeast, northwest	EI	LI-J	S

	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
III. Interpreting maps and globes (Cont'd)			
A. Orient the map and note directions			
3. Use cardinal directions and intermediate directions in working with maps.	EI	LI-J	S
4. Use relative terms of location and direction, as near, far, above, below, up, down	EP	LP-J	S
5. Understand that north is toward North Pole and south toward the South Pole on any map projection	LP-EI	LI-J	S
6. Understand the use of the compass for direction	EI	LI-J	S
7. Use the north arrow on the map	EI	LI-J	S
8. Orient desk outline, textbook, and atlas maps correctly to the north	EI	LI-J	S
9. Use parallels and meridians in determining directions	EI	LI-J	S
10. Use different map projections to learn how the pattern of meridians and that of parallels differ	EI	LI-J	S
11. Construct simple maps which are properly oriented as to direction	EI	LI-J	S
B. Locate places on maps and globes			
1. Recognize the home city and state on a map of the United States and on a globe	EI	LI-J	S
2. Recognize land and water masses on a globe and on a variety of maps-physical, political, chalkboard, weather, etc.	LP	EI-J	S
3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands	EI	LI-J	S
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations.	EI	LI-J	S
5. Relate low latitudes to the equator and high latitudes to the polar areas	EI	LI-J	S
6. Interpret abbreviations commonly found on maps	EI	LI-J	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach maintain, and extend
III. Interpreting maps and globes (Cont'd)			
B. Locate places on maps and globes			
7. Use map vocabulary and key accurately	EI	LI-J	S
8. Use longitude and latitude in locating places on wall maps	LI	J	S
9. Use an atlas to locate places	LI	J	S
10. Identify the time zones of the United States and relate them to longitude	EI	LI-J	S
11. Understand the reason for the International Date Line, and compute time problems of international travel	J	S	S
12. Consult two or more maps to gather information about the same area	EI	LI-J	S
13. Recognize location of major cities of the world with respect to their physical setting.	EI	LI-J	S
14. Trace routes of travel by different means of transport-ation.	EI	LI-J	S
15. Develop a visual image of major countries, land forms, and other map patterns studied	EI	LI-J	S
16. Read maps of various types which show elevation	EI	LI-J	S
17. Understand the significance of relative location as it has affected national policies	LI	J-S	S
18. Learn to make simple sketch maps to show location	LP	EI-J	S
C. Use scale and compute distances			
1. Use small objects to represent large ones, as a photograph compared to actual size	EP	LP-J	S
2. Make simple large-scale maps of a familiar area, such as class-room, neighborhood	EP	LP-J	S
3. Compare actual length of a block or a mile with that shown on a large-scale map	EI	LI-J	S
4. Determine distance on a map by using a scale of miles	EI	LI-J	S
5. Compare maps of different size of same area	EI	LI-J	S
6. Compare maps of different areas to note a smaller scale must be used to map larger areas	EI	LI-J	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
III. Interpreting maps and globes (Cont'd)			
C. Use scale and compute distances			
7. Compute distance between two points on maps of different scale.	EI	LI-J	S
8. Estimate distances on a globe, using latitude, estimate air distances by using a tape or a string to measure great circle routes.	LI	J	S
9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale.	LI	J	S
10. Develop the habit of checking the scale on all maps used.	EI	LI-J	S
D. Interpret map symbols and visualize what they represent.			
1. Understand that real objects can be represented by pictures or symbols on a map	EP	LP-J	S
2. Learn to use legends on different kinds of maps	EI	LI-J	S
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents.	EI	LI-J	S
4. Study color contour and visual relief maps and visualize the nature of areas shown	LI	J	S
5. Interpret the elevation of the land from the flow of rivers	LI	J	S
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols	EI	LI-J	S
7. Use all parts of a world atlas	J	S	S
E. Compare maps and draw inferences			
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities	EI	LI-J	S
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data	EI	LI-J	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
III. Interpreting maps and globes (Cont'd)			
E. Compare maps and draw inferences			
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand.	EI	LI-J	S
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth than the globe.	LI	J	S
5. Use maps and the globe to explain the geographic setting of historical and current events	LI	J	S
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources.	J	J	S
7. Infer man's activities or way of living from physical detail and from latitude	EI	LI-J	S
IV. Understanding time and chronology			
A. Develop an understanding of the time system and the calendar			
1. Learn to tell time by the clock	EP	LP	LI
2. Use the names of the days of the week in order	EP	LP	EI
3. Use names of the months in sequence	EP	LP	EI
4. Use calendar to find dates of special events and to determine length of time between important dates.	EP	LP-LI	J
5. Associate seasons with particular months in both northern and southern hemispheres	EP	LP-LI	J-S
6. Understand the relation between rotation of the earth and day and night	LP	EI-J	S
7. Understand the system of time zones as related to the rotation of the earth.	LP	EI-J	S
8. Understand the relation between the earth's revolution around the sun and a calendar year	LP	EI-J	S

Skill	Introduce, through planned readiness experiences	Develop system-atically	Reteach, maintain, and extend
IV. Understanding time and chronology			
A. Develop an understanding of the time system and the calendar			
9. Accumulate some specific date-events at points of orientation in time	EI	LI-S	S
10. Comprehend the Christian system of chronology--B.C. and A.D.	EI	LI-J	S
11. Use the vocabulary of definite and indefinite time expressions.			
a. Use such definite time concepts as second, minute, yesterday, decade, century	EI	LI-J	S
b. Use such indefinite time concepts as past, future, long ago, before, after	EP	LP-J	S
12. Acquire a sense of prehistoric and geological time	J	J-S	S
13. Learn to translate dates into centuries	EI	LI-J	S
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time.			
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule	LP	EI-LI	
2. Learn to arrange personal experiences in order	EP	LP-LI	
3. Comprehend sequence and order as expressed in first, second, etc.	EP	LP-LI	
4. Learn to think of the separation of an event from the present in arithmetical terms	EI	LI-J	S
5. Learn to figure the length of time between two given dates.	EI	LI-J	S
6. Understand differences in duration of various historical periods	J	J-S	S
7. Understand and make time lines	EI	LI-J	S
8. Use a few cluster date-events to establish time relationships	EI	LI-S	S
9. Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI-S	S
10. Learn to formulate generalizations about time in studying the development of human affairs	J	J-S	S

APPENDIX B

G L O S S A R Y

AFFECTIVE DOMAIN	A classification of educational objectives emphasizing feeling and emotion or a change in attitude, interest and values.
ATTITUDES	A response by an individual relative to one's feelings about certain events, situations, people and ideas.
ANTHROPOLOGY	The social science discipline that is built around a cultural approach in studying various groups of people.
ARTICULATION	A term used in curriculum development referring to continuity and communication across and between lower and upper levels of instruction.
BEHAVIORAL OBJECTIVES	Instructional objectives that clearly state objectives as to desired change expected as the result of instruction.
COGNITIVE DOMAIN	A classification of educational objectives concerned with knowledge and intellectual skills.
CONCEPT	Word or group of words representing an idea embracing all the meanings an individual attaches to or associates with that idea.
DEDUCTIVE REASONING	Use of a known generalization and applying it to other situations.
DISCIPLINE	An organized body of knowledge with its own unique structure and method of inquiry.
ECONOMICS	The social science discipline that concerns itself with the study of production, distribution and consumption of goods and services.
EXPOSITORY	An approach where the teacher dominates in the instructional process.
GENERALIZATION	A statement or theory which describes some relationship between or among concepts. It involves a statement of some principle that has wide application.
GEOGRAPHY	The social science discipline that deals with the study of the interrelationship of man and his physical environment.
HISTORY	The social science concerned with the study, recording and examination of man's activities in the past.

HYPOTHESIS	A tentative assumption that will be proved or disproved through supportive data.
INDUCTIVE REASONING	A mental skill wherein a learner sees a number of items, events or phenomena and reasons that each fall into a particular pattern.
INQUIRY	A teaching strategy to help student discover ideas for himself and to validate his views through self-testing and consulting the ideas of others.
INTERDISCIPLINARY APPROACH	The concurrent use of two or more social studies disciplines to study the same content.
MULTI-LEARNING	A teaching strategy that utilizes a variety of instructional media.
MULTI-TEXT	Utilization of a variety of textbooks as opposed to a single text approach.
POLITICAL SCIENCE	The social science discipline concerned with the question of how man governs himself and his interaction within his political environment.
POST-HOLING	Digging in depth in subject areas.
SCOPE AND SEQUENCE	A curriculum plan to determine the grade or level placement of instructional materials as well as the depth of study at these levels.
SKILLS	Organized ways of dealing effectively with materials, problems, and situations.
PSYCHOLOGY	The social studies discipline concerned with the study of behavior and behavioral change.
SOCIAL SCIENCE	The body of knowledge that has been researched and developed by the social scientist in his attempt to logically interpret human relationships.
SOCIAL STUDIES	The body of knowledge that emerges from the research and development of the social scientist. This knowledge is adapted to instructional purposes.
SOCIOLOGY	The social science discipline that concerns itself with the nature, conditions and consequences of group interaction.
STRUCTURE OF A DISCIPLINE	The method of inquiry used in the discipline; that is the manner in which the scholars of the discipline form hypotheses and gather proof for validating the hypotheses.

THEMATIC APPROACH	A strategy in teaching where themes are selected to give structure and continuity to curriculum.
VALUES	The result of judgments made by an individual or the society as a whole to determine the relative importance of a thing, idea, practice, etc.